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# **TVET COMPETENCY-BASED CURRICULUM DEVELOPMENT FRAMEWORK**

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Republic of Rwanda  
**Ministry of Education**

**February 2023**

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# **TVET COMPETENCY-BASED CURRICULUM DEVELOPMENT FRAMEWORK**

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**Technically and Financially Assisted by:**



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**Kigali, Rwanda**

Original published version: **February 2023.**

## FOREWORD

Rwanda has a clear aspiration of becoming an upper middle- income state by 2035, which require substantial investments in human capital to dramatically improve knowledge and skills of the population. The Government is hence committed to invest in workforce skills across the education and training system; where Technical and Vocational Education and Training (TVET) is recognised as one of priorities to generate the skills available for productive use.

The Education Sector Strategic Plans (ESSPs) state the Ministry's clear TVET strategy that utilise competence-based approach to learning, teaching, assessment, certification and qualification in TVET. The CBT/CBA approach to be implemented requires a Competence-Based Curriculum (CBC) development and the Rwanda TVET has officially introduced CBC since 2017.

However, various challenges have been identified in the quality of CBC during the last years, all due to the absence of official framework in curriculum development and this has led to confusion and mismanagement in developing high-quality curricula.

Therefore, this framework aims at standardizing, harmonizing and guiding technical and operational processes in CBC development in the formal TVET system based on Rwanda Qualification Framework (RQF). Thus, the CBC development processes are defined, roles and responsibilities of TVET agencies in the CBC development are described and, the CBC development processes are elaborated through key templates, criteria and explanations.



**Claudette IRERE**  
**Minister of State in charge of ICT and TVET**

## ACKNOWLEDGEMENT

The Ministry of Education would like to appreciate the TVET Sub-Sector Working Group and its taskforce to develop, review and validate this framework to advance a high-quality TVET system in Rwanda. The list of taskforce members is attached in this document. The ministry's particular appreciation goes to the following chairs of TVET Sub-Sector Working Group and its taskforce:

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In addition, the Ministry of Education would like to thank the TVET Quality Management Project (TQUM), a strategic national project to provide high-quality and relevant TVET through competency-based training and assessment to Rwandan youth, funded by the Ministry of Education and Korea International Cooperation Agency (KOICA), managed by Rwanda Polytechnic (RP), implemented by RP, Rwanda TVET Board (RTB), National Examination and School Inspection Authority (NESA) and Higher Education Council (HEC), and consulted by Korea University of Technology and Education (Korea Tech) and CANDLE Consulting Co., for its moral, technical and financial assistance in development, review and validation process of this framework.

## ABBREVIATIONS AND ACRONYMS

CBA	Competency-based Assessment
CBC	Competency-based Curriculum
CBT	Competency-based Training
DACUM	Developing a Curriculum
ESSP	Education Sector Strategic Plan
ESWG	Education Sector Working Group
HEC	Higher Education Council
ICT	Information and Communication Technology
IPRC	Integrated Polytechnic Regional College (RP College)
ISCO	International Standard Classification of Occupations
ISIC	International Standard Industrial Classification
KOICA	Korea International Cooperation Agency
KSA	Knowledge, Skills, and Attitude
MINEDUC	Ministry of Education
NESA	National Exam and School Inspection Authority
NST	National Strategy for Transformation
OS	Occupational Standards
PSF	Private Sector Federation
RDB	Rwanda Development Board
RP	Rwanda Polytechnic
RQF	Rwanda Qualification Framework
RTB	Rwanda TVET Board
SSC	Sector Skills Council
SSWG	Sub-Sector Working Group
STEL	Standard Tools and Equipment List
TOG	Training Organisation Guide
TQUM	TVET Quality Management Project
TSS	Technical Secondary School
TVET	Technical and Vocational Education and Training
TWS	Technical Workshop Specification
VTC	Vocational Training Centre

## GLOSSARY

Competency	An individual's knowledge, skills and attitude to be used, applied and demonstrated in various contexts to perform specific tasks and duties.
Competency-Based Curriculum	A structured document that determines details of qualification, training, assessment, modules, and training organisation in relevant TVET program to develop trainees' competences against occupational standards.
Competency Standards	A specification, based on relevant occupational standards, that determines a list of competences, which composes elements of competency and performance criteria, to be achieved in relevant TVET program/trade.
Curriculum Review	A process of assessing a curriculum to decide whether it should be revised for the purpose to meet labour market demands and to be appropriately implemented as competency-based training and assessment in relevant TVET program/trade.
Curriculum Accreditation	A process of officially recognising a curriculum as being qualified to be offered in relevant TVET program/trade.
Needs Assessment	A process of identifying occupations demanded in the labour markets when it comes to relevant TVET programs/trade.
Occupation	A set of jobs whose main tasks and duties are characterised by a high degree of similarity.
Occupational Standards	A specification that determines tasks and duties to be performed in various contexts at the workplace by relevant occupation.
Trainee Manual	A learning worksheet that guides trainees to be engaged in modules and sessions, based on relevant curriculum, to develop their competences against relevant competency standards.
Trainer Manual	A training worksheet that guides trainers to facilitate and assess trainees in delivering modules and sessions, based on relevant curriculum, to develop their competences against relevant competency standards.

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# 1. INTRODUCTION

## 1.1. Background

The National Strategy for Transformation 1 (NST 1) outlines the overall mid-term development strategy to achieve the Rwanda's Vision 2050. NST 1 has the pillar, Social Transformation, which has a goal and objective to develop Rwandans into capable and skilled people with quality standards of living in a stable and secure society. The goal and objective are to be achieved through the priority area to enhance the demographic dividend through improved access to quality education.

To achieve the goal and objective, the Government of Rwanda through the Ministry of Education (MINEDUC) spearheads Technical and Vocational Education and Training (TVET) as one of priorities. The Education Sector Strategic Plans (ESSPs) state the Ministry's clear TVET strategy that utilise competency-based approach into TVET. This is also confirmed in the Rwandan Qualification Framework (RQF) that highlights competency-based approach to learning, teaching, assessment, certification and qualification in TVET. To do so, the Ministry emphasises on strategic, coordinated, harmonised and regulated TVET competency-based curriculum (CBC) development by its affiliated semi-autonomous entities that include Rwanda Polytechnic (RP), Rwanda TVET Board (RTB), National Examination and School Inspection Authority (NESA) and Higher Education Council (HEC).

The Rwandan TVET has officially introduced CBC since 2017. Vocational Training Centres (VTCs) have delivered CBC for the RQF Level 1-2, and Technical Secondary Schools (TSSs) for the RQF Level 3-5. The RQF Level 1-5, called TVET Basic Education, has been coordinated by RTB and harmonised by NESA. IPRCs (Integrated Polytechnic Regional Colleges) have also implemented CBC for TVET Higher Education, which is the RQF Level 6 and above, having been coordinated by RP and harmonised by HEC. Indeed, Rwanda has been now in full implementation of competency-based approach in TVET.

However, various challenges have been identified in the quality of CBC during the last years. Main challenges include, not only, that some curricula have not met the labour market demands, but also that some have not been systematically designed as deliverable ways in training and assessment. These challenges are likely to stem from the absence of official framework in curriculum development. In other words, relevant process, procedures, criteria, and templates in the Rwandan CBC development have not been standardised and harmonised. This has led to confusion and mismanagement in developing high-quality curricula.

The TVET Sub-Sector Working Group (TVET SSWG), the high-level policy dialogue forum with stakeholders, including relevant ministries, TVET agencies, TVET institutions, development partners and labour market-related stakeholders, in the Rwandan TVET sub-sector under the Education Sector Working Group (ESWG), identified the challenges through various meetings and retreats. To tackle the challenges, the TVET SSWG formulated its taskforce in CBT/CBA Implementation. The taskforce was particularly tasked to develop the CBC Development Framework. This CBC Development Framework was developed by the taskforce, reviewed by TVET SSWG and responsible TVET agencies, including RP, RTB, NESAC and HEC, and validated by TVET senior management in MINEDUC.

## **1.2. Objectives**

With the abovementioned background, the main objectives of this framework are to standardise, harmonise and guide technical and operational processes in CBC development in the formal TVET system based on Rwanda Qualification Framework (RQF). First of all, the technical and operational processes are defined and described to standardise the Rwandan formal TVET CBC development. Second of all, the responsible actors and relevant procedures are specified and elaborated to coordinate and harmonise the CBC development processes between competent TVET agencies, such as RP, RTB, NESAC and HEC. Third of all, key templates, criteria and explanations per technical and operational activity are provided to guide the CBC development to various TVET stakeholders.

### 1.3. Policy Statements

The formal TVET system in Rwanda is established through laws and ministerial orders based on the Article 20 of the constitution of the Republic of Rwanda of 2003 revised in 2015, which states that every Rwandan has the right to education. The Law N° 010/2021 of 16/02/2021 determining the Organization of Education reveals that TVET is one of three categories of formal education that includes general education, TVET and professional education (Article 12). The same law (Article 13) distinguishes the formal TVET system as three cycles: (1) RQF Level 1 and 2 (delivered by VTCs), (2) RQF Level 3-5 (by TSSs), and (3) RQF Level 6 and above (by IPRCs). The RQF levels in TVET are specified in the Ministerial Order N° 003/MINEDUC/2021 of 20/10/2021 determining Rwanda Qualifications Framework (RQF). This shows that the RQF levels refer to academic qualification as the more the qualification holders' level increases the more their competencies increase in terms of the following five domains: (a) knowledge & understanding, (b) applied knowledge, understanding and practice (c) generic cognitive skills, (d) communication, ICT and numeracy skills and (e) autonomy, responsibility and working with others.

In the formal TVET system, competency-based approach is highlighted as the strategic means. The Ministerial Order N° 003/MINEDUC/2021 of 20/10/2021 determining Rwanda Qualifications Framework (RQF) states that learning, teaching, assessment and awarding & recognising degrees and certification in TVET are implemented through competency-based approach. Also, the Ministerial Order N° 001/MINEDUC/2021 of 20/10/2021 determining Standards in Education describes that teaching and learning in TVET are based only on the approved curricula (Article 14 of Chapter III) which are required to be developed and implemented based on competency-based approach according to the 002/MINEDUC/2021 OF 20/10/2021 establishing Curriculum in General, Professional, and Technical and Vocational Basic Education (Article 7).

The CBC development is particularly guided in the 002/MINEDUC/2021 OF 20/10/2021 establishing Curriculum in General, Professional, and Technical and Vocational Basic Education. The Article 6 states that curricula for TVET programs are

required to be developed based on the following economic pillars: (1) Construction and Building Services, (2) Energy, (3) Technical Services, (4) Hospitality and Tourism, (5) ICT and Multimedia, (6) Arts and Crafts, (7) Agriculture and Food Processing, (8) Transport and Logistics, (9) Manufacturing and Mining, and (10) Beauty and Aesthetics. More specifically, the below table describes designated TVET trades in the RQF Level 1-5.

Table 1: TVET Sectors and Trades

Sector	Trades		
	RQF Level 3-5	RQF Level 2	RQF Level 1
Construction and Building Services	Building Construction	Masonry	Masonry
	Public Works	Carpentry	Carpentry
	Plumbing Technology	Road Construction and Machinery Operation	Road Construction and Machinery Operation
	Interior Design	Domestic Plumbing	Domestic Plumbing
	Land Surveying	Painting and Decoration	Painting and Decoration
Energy	Electrical Technology	Domestic Electricity	Domestic Electricity
	Renewable Energy	Peat Energy	Peat Energy
		Solar Energy	Solar Energy
		Biomass and Improved Cooking Stoves	Biomass and Improved Cooking Stoves
Technical Services	Electronics and Telecommunication	Electronic Services	(NA)
Hospitality and Tourism	Food and Beverage Operations	Food and Beverage Services	Food and Beverage Services
	Front Office and Housekeeping Operations	Housekeeping Operations	Housekeeping Operations
	Tourism	Culinary Arts	Culinary Arts
ICT and Multimedia	Computer System and Architecture	Computer Application	(NA)
	Multimedia Production	Computer Maintenance	
	Software Development		
	Networking and Internet Technologies		
	Software Programming and Embedded Systems		
Arts and Crafts	Fashion Design	Tailoring	Tailoring
	Fine and Plastic Arts	Ceramic and Sculpture	Ceramic and Sculpture

	Music and Performing Arts	Graphic Arts	Graphic Arts
Agriculture and Food Processing	Agriculture	Beekeeping and Processing	Beekeeping and Processing
	Food Processing	Cash Crop Production and Processing	Cash Crop Production and Processing
	Animal Health	Pig Production and Processing	Pig Production and Processing
	Forestry Trade	Fish Farming and Processing	Fish Farming and Processing
	Wood Technology	Food Crop Production and Processing	Food Crop Production and Processing
	Water and Irrigation	Poultry Farming and Processing	Poultry Farming and Processing
	Leather Technology	Fruits and Vegetables Production and Processing	Fruits and Vegetables Production and Processing
		Ruminant Farming and Processing	Ruminant Farming and Processing
		Baking	Baking
		Tree Nursery Operation	Tree Nursery Operation
		Flower Production	Flower Production
		Parks and Gardens	Parks and Gardens
		Small Scale Irrigation	Small Scale Irrigation
		Farm Machines Operation	Farm Machines Operation
		Leather Works	Leather Works
Transport and Logistics	Heavy Machinery	Driving	Driving
	Automobile Technology	Motorcycle Repair and Maintenance	Motorcycle Repair and Maintenance
		Automobile Body Works	Automobile Body Works
		Automobile Repair and Maintenance	Automobile Repair and Maintenance
Manufacturing and Mining	Manufacturing Technology	Welding	Welding
	Mining Technology	Small Scale Mining	Small Scale Mining
Beauty and Aesthetics	(NA)	Hairdressing	Hairdressing

In the competency-based approach, assessments are particularly guided in the Ministerial Order N° 001/MINEDUC/2021 of 20/10/2021 determining Standards in Education. This ministerial order classifies the following types of assessments in



TVET: (1) classroom assessment (Article 20), daily lesson assessment (Article 21) and end-of-unit assessment (Article 22) (collectively called formative assessment (for all RQF Levels) in this framework), (2) end-of-module assessment (Article 23) (called summative/integrated assessment (for all RQF Levels) in this framework), (3) end-of-term assessment (Article 24) (called comprehensive assessment (only for RQF 3-5 Levels) in this framework), and (4) cycle assessment for RQF Level 3-5 (Article 24) (called national exam(only for RQF Level 5) in this framework). These are required to be captured in CBC development.

Competency-based curricula are expected to be developed by the Ministry of Education's affiliated semi-autonomous entities, including RP, RTB, NESAs and HEC. On the one hand, curricula for the RQF Level 1-5 (called TVET Basic Education) are developed by RTB and regulated by NESAs. The RTB is the sole authority to develop TVET CBC and related materials, then distribute them to TSSs and VTCs (the Presidential Order N° 123/01 of 15/10/2020). The NESAs have the mission to regulate the TVET quality through providing curriculum accreditations (the Presidential Order N° 121/01 of 15/10/2020). On the other hand, curricula for the RQF Level 6 and above (called TVET Higher Education) is developed by RP and regulated by HEC. The RP has a mission to prepare CBC and related materials to be offered by its subordinated IPRCs (the Law N° 22/2017 of 30/05/2017). The HEC is responsible for enhancing quality of education in IPRCs through its quality assurance activities, including curriculum accreditations (the Presidential Order N° 081/01 of 28/08/2020).

This framework aims at strengthening the competency-based approach in the Rwandan formal TVET system. To do so, the CBC development processes are defined. Then, roles and responsibilities of TVET agencies in the CBC development are described. Lastly, the CBC development processes are elaborated through key templates, criteria and explanations.

## 1.4. Overview

The Rwandan TVET CBC development process consists of the following steps: (Step 1) needs assessment, (Step 2) occupational standards development, (Step 3) curriculum design, (Step 4) curriculum validation and accreditation, (Step 5) trainer and trainee manuals development, and (Step 6) curriculum review. The chart below summarises the six steps that are standardised, harmonised and guided in this framework.

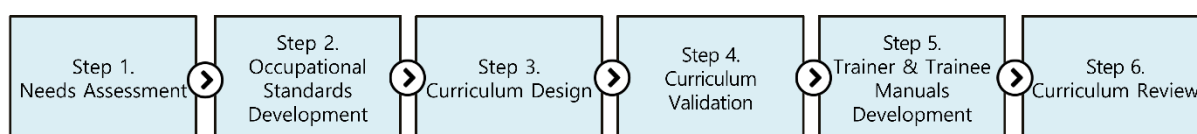


Figure 1: TVET CBC Development Process

It is important to note that this CBC development process assumes existence of the followings: (a) TVET programs/trades, (b) competency-based training and assessment (CBT/CBA) implementation framework, and (c) TVET institutions (IPRCs, TSSs and VTCs). Firstly, CBCs are expected to be developed for pre-defined TVET programs/trades, which are officially designated by competent authorities in the GoR. For TVET trades in the RQF Level 1-5, they are specified by the MINEDUC as shown in the above chapter 1.3. In line with the RQF Level 1-5 trades, TVET programs in the RQF Level 6+ are designed by RP. It is presumed that the TVET programs/trades are pre-selected based on the labour market demands, potential trainees' needs, and national development strategies. This demand-driven TVET programs/trades require competency-based approach. Secondly, the curricula are expected to be aligned and harmonised with the CBT/CBA implementation framework, which guides the CBC development regarding training and assessment. Thirdly, the CBC development process assumes some levels of quality TVET institutions that have competent manpower, including TVET leaders, trainers and admin staff, and adequate learning facilities & resources, such as classrooms, workshops, equipment, tools, materials and consumables. This CBC development process can function effectively when the three assumptions are the case.

The CBC development process starts from needs assessment. This step is not about identifying sectors and programs/trades to be developed because those are already classified in Rwanda. Instead, this needs assessment is conducted for the purpose to identify occupations required in the labour markets when it comes to relevant TVET trades. This step is expected to articulate jobs in relevant TVET trades, and then to categorise the jobs into occupations in which main duties and tasks are characterised by a high degree of similarity. In the TVET Basic Education (RQF Level 1-5), the needs assessment is done by RTB while the one by RP in the TVET Higher Education (RQF Level 6+).

Once occupations are identified in relevant TVET trades, they are analysed in the second step. This analysis aims at developing occupational standards which specifies duties and tasks to be performed in various contexts at the workplace by relevant occupations. From the occupational standards, a DACUM is expected to be translated into competency standards, which is a specification that determines a list of competences to be achieved in relevant TVET program. In doing so, duties and tasks at the workplace are transformed into competences to be achieved in TVET. Indeed, the second step is regarded as bridging labour market demands and TVET. This step is conducted by RTB in the TVET Basic Education (RQF Level 1-5) while the one by RP in the TVET Higher Education (RQF Level 6+).

In the third step, curriculum is designed based on competency standards. To achieve TVET trainee's competences against occupational standards, curriculum consists of the following information: qualification details, training package, assessment package, modules and TOG (training organisation guides). Qualification details are designed to inform relevant TVET program and targeting occupations. In training and assessment packages, competences in relevant competency standards are designed into modules to be trained and assessed. Then, each module is specified based on competency standards. Lastly, TOG is developed to determine requirements in competency-based training and assessment. This step is expected to be done by RTB and RP in the TVET Basic Education (RQF Level 1-5) and the TVET Higher Education (RQF Level 6+), respectively.

When curriculum is developed, it is required to be validated and accredited as an officially recognised curriculum for relevant TVET program/trade in the fourth step. Competent authorities to accredit CBC are NESAC for the TVET Basic Education (RQF Level 1-5) and HEC for the TVET Higher Education (RQF Level 6+). The accreditation process confirms whether relevant curriculum is developed through the above steps. In other words, the process approves whether relevant curriculum fulfils procedural and contents criteria in the above steps. Once validated and accredited, the curriculum is announced as qualified to be offered in relevant TVET program/trade.

The fifth step is to develop trainer and trainee manuals. Both manuals are designed to guide trainers or trainees to be engaged in implementation of relevant curriculum. On the one hand, trainer manual is required to be developed as a training worksheet that guides trainers to facilitate and assess trainees in delivering modules and sessions. On the other hands, trainee manual is supposed to be developed as a learning worksheet that guides trainees to be engaged in modules and sessions. Both manuals are expected to be complementary to develop TVET trainees' competences against occupational standards through curriculum delivery. This step is requested to be implemented by RTB for the TVET Basic Education (RQF Level 1-5) and by RP for the TVET Higher Education (RQF Level 6+).

The last step is to review CBC to decide whether it should be revised or not. Being recommended to conduct this curriculum review every three years, RP and RTB implement this step for the TVET Higher Education (RQF Level 6+) and the TVET Basic Education (RQF Level 1-5), respectively. The curriculum review is divided into two parts. The first part assesses whether relevant curriculum is appropriately implemented as competency-based approach. The second part surveys whether relevant graduates are likely to be employed in targeting occupations. When more than one parts of curriculum review show negative results, relevant curriculum is concluded as the one to be revised.

In this framework, the CBC development processes are technically and operationally defined, elaborated and institutionally arranged. Firstly, the CBC development process is technically described and specified regarding activities, sub-activities and outputs with relevant templates and criteria (Technical Process). Then, the CBC development

process is administratively and procedurally guided and explained in terms of accountable actors, administrative actions and outputs with relevant templates and criteria (Operational Process).

## 2. TECHNICAL PROCESS

### 2.1. Needs Assessment

Developing CBC starts from identifying workforce to be developed in the labour market through needs assessment. As TVET sectors and programs/trades are already classified and defined in the ministerial order, which is described in the sub-chapter 1.3. *Policy Statements*, needs assessment is particularly expected to identify occupations in relevant TVET program/trade. (In case that there are requirements to re-classify and re-define TVET sectors and programs/trades, consultations with Rwanda Development Board (RDB), which is the competent authority to study, identify, and classify workforce in the labour market, are highly recommended.) To do so, the following activities are required to be conducted: (1) needs articulation, and (2) occupations articulation.

Table 2: Technical Process in Needs Assessment

Activities	Sub-Activities	Outputs	Specifications
1. Needs Articulation	1.1. Document Reviews	Articulated Needs for relevant TVET Program/Trade	Needs Assessment Checklist
2. Occupations Articulation	2.1. Focus Group Discussion	Identified Needs for relevant TVET Program/Trade List of Occupations, Positions and Enterprises for relevant TVET Program/Trade	

#### 2.1.1. Needs Articulation

Firstly, TVET needs in relevant program/trade are articulated through documents reviews. Because RTB, which is the competent authority to study the labour markets, has published formal survey reports, especially including labour force surveys and

business enterprise surveys, the labour market trends and needs are expected to be identified by reviewing them. In addition to RTB's publications, informal survey reports, such as tracer survey reports, may be reviewed when necessary. These lead to clear understanding of needs in the concerned TVET sector and program/trade.

### **2.1.2. Occupations Articulation**

Although formal and informal surveys are considerable references to grasp the labour market trends and needs, those reports are unlikely to provide concrete occupations, positions, and enterprises in relevant TVET sector and program/trade. Even in the case, the information is required to be clarified and confirmed by key stakeholders, such as professionals, practitioners, academicians, and/or human resource managers in relevant fields. This leads to focus group discussions. In discussions between key stakeholders, it is expected, not only, to clarify and confirm TVET needs that are articulated by documents reviews, but also to identify, classify, and determine significant occupations, positions, and enterprises in relevant TVET program/trade.

The results of needs assessment are requested to be summarised in attached template, called *Needs Assessment*. In the results, the list of occupations, positions, and enterprises in relevant TVET program/trade is given significance because this list is utilised in the next activity, described in the sub-chapter 2.2. *Occupational Standards Development*. The quality of needs assessment is considered through Validation and Accreditation Criteria for Needs Assessment, which is referenced in the sub-chapter 2.4. *Validation and Accreditation*.

## **2.2. Occupational Standards Development**

Once considerable occupations are clearly determined in relevant TVET program/trade, those occupations are expected to be analysed, which is followed by

occupational standards development. It is important to note that occupational standards function as a bridge between the labour market demands and TVET. This is because CBCs are developed based on the occupational development. To do so, occupational profile (DACUM research chart), which is a specification that determines tasks and duties to be performed in various contexts at workplace by relevant occupation, are developed. Then, occupational profile are translated into competency standards, which is a specification that determines a list of competences to be achieved by trainees in relevant TVET program/trade. Therefore, developing occupational standards is recognised as a backbone to develop CBCs.

Table 3: Technical Process in Occupational Standards Development

Activities	Sub-Activities	Outputs	Specifications
1. Job Analysis	1.1. Job Analysis	Vertical Mobility Chart	Occupational Standards Checklist
2. Occupational Analysis	1.2. Occupation Profile Development	Occupation Profile (DACUM Research Chart)	
3. Competency Analysis	1.3. Competency Analysis	Competency Standards	

### 2.2.1. Job Analysis

Prior to developing occupational standards, it is required to classify relevant occupations into vertical mobility. Analysing relevant jobs, which are identified in the needs assessment, competency levels of occupations are listed in line with RQF Levels. This suggests that relevant occupations, which are listed in relevant RQF Level, become concerned occupations to be analysed as below. In doing so, a job analysis workshop is expected to be conducted, in which various stakeholders, which are designated in Operational Process, have intensive and collaborative discussions. The results of job analysis are requested to be summarised in an attached template, called *Vertical Mobility Chart*.

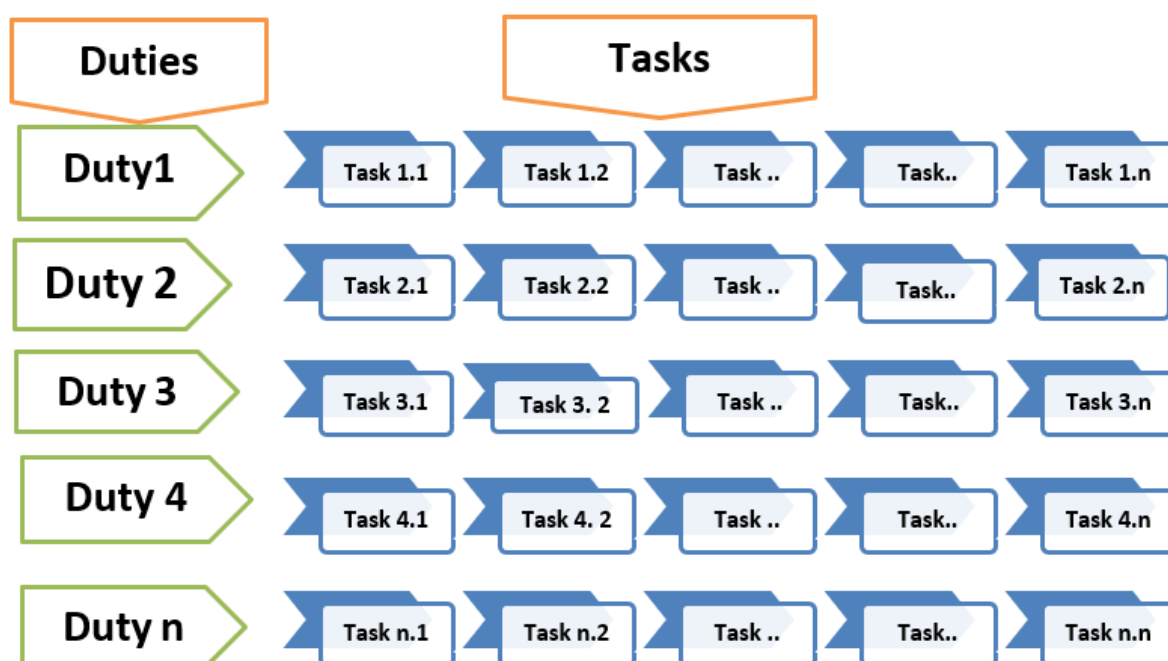
### 2.2.2. Occupation Profile Development

To analyse occupations, it is recommended to use the DACUM (Developing A CUrriculUM) process, which determines (a) duties and tasks, (b) tools, materials, and



equipment, and (c) knowledge, skills, and attitude. This DACUM process is conducted through a DACUM workshop, which is referenced in the sub-chapter 3.2. *Occupational Standards Development* in chapter of 3. *Operational Process* for further information. In DACUM workshops, a concerned occupation is defined as its duties – functional statements for relevant occupations – and tasks – required activities for relevant duties – at a DACUM chart in which duties are written in the left row while tasks are in the right columns. Then, a list of tools, materials, and equipment that a concerned occupation can use and perform is carefully selected and determined. Lastly, required knowledge, skills and attitude for relevant occupation are to be listed in relation to duties, tasks, and the list of tools, materials, and equipment. The result of occupational analysis is to be summarised in an attached template, called *Occupation Profile*.

Figure 2: DACUM Research Chart (Occupational Profile)

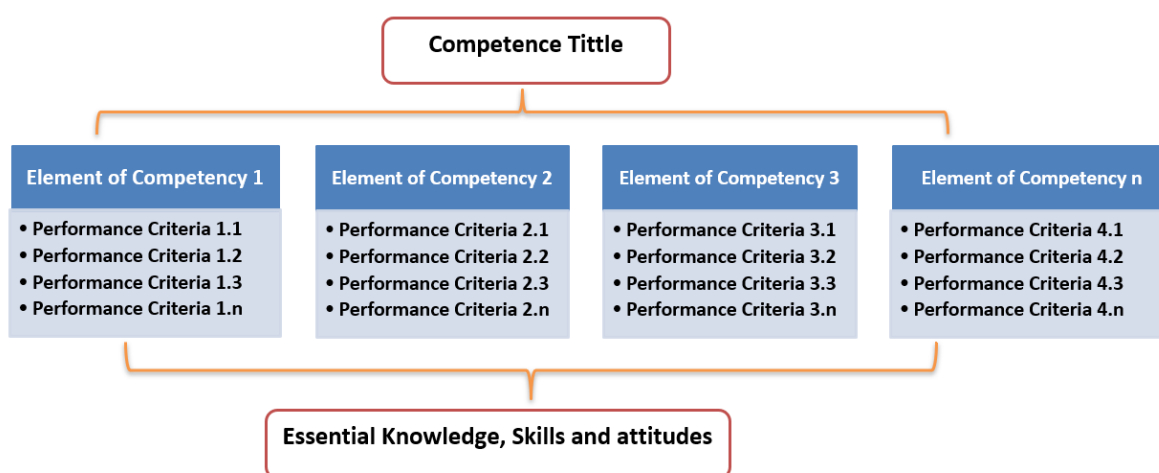


### 2.2.3. Competency Analysis

Then, competency analysis is expected to be conducted to translate occupational profile into competency standards. The structure of competency standards is the following: (a) competences (b) elements of competences, and (c) performance criteria. Firstly, in developing a list of competences, similar aspects are considered with

respect to individuals' knowledge, skills and attitude that are used, applied, and demonstrated in designated contexts to perform specific tasks and duties. This leads to competency statements to be "action verb + object + context". Also, competences are categorised into general, complimentary, and specific when it comes to relevant TVET sector and program/trade. A competency is composed of elements (or units) of competences that are stated as "action verb + object + context". Each element of competency is defined by performance criteria that is described as "object + action verb + qualifier + standards + context".

Figure 3: Competency Standards Structure



The results of occupational standards development are expected to be summarised in attached templates, called *Vertical Mobility Chart*, *Occupation Profile*, and *Competency Standards*. The quality of occupational standards is considered through Validation and Accreditation Criteria for Occupational Standards, which is referenced in the sub-chapter 2.4. *Validation and Accreditation*.

## 2.3. Curriculum Design

Based on competency standards, relevant CBCs are designed. To achieve TVET trainee's competences against occupational standards, curriculum consists of the following information: qualification details, training package, assessment package,

modules, and TOG (training organisation guides). Qualification details are designed to inform relevant TVET program/trade and targeting occupations. In training and assessment packages, competences in relevant competency standards are designed into modules to be trained and assessed. Then, each module is specified based on competency standards. Lastly, TOG is developed to determine requirements in competency-based training and assessment.

Table 4: Technical Process in Curriculum Design

Activities	Sub-Activities	Outputs	Specifications
1. Basic Information Development	1.1. Naming and Coding	Basic Information	Curriculum Checklist
	1.2. Preliminary Pages		
2. Qualification Details Development	2.1. Description of Qualification	Qualification Details	
	2.2. Minimum Entry Requirements		
	2.3. Pathway		
	2.4. Job related Information		
	2.5. Employability Skills and Life Skills		
	2.6. Information about Competences		
3. Training Package Development	3.1. Course Structure	Training Package	
	3.2. Competency Chart		
	3.3. Flow Chart		
	3.4. Assessment Guidelines		
	3.5. Portfolio Building		
4. Module Development	4.1. Purpose Statement, Delivery Modality, Competency Standards	Modules Contents	
	4.2. Learning Outcome, Indicative		

	Content, and Resources		
	4.3. Facilitation Techniques & Assessment Methods		
	4.4. Summative Assessments		
5. Training Organisation Guide Development	5.1 Qualification details	Training Organisation Guide	
	5.2. Trainer Profile		
	5.3. Standard Tools and Equipment List		
	5.4. Technical Workshop Specification (TWS)		

### 2.3.1. General Information Development

Before designing CBCs, relevant names and codes are expected to be developed. In doing so, the name comes from relevant TVET program/trade and certificate name in RQF Level. Then, relevant codes are given with letters and four digits. The letters are coded with abbreviations of relevant TVET sector and program/trade. In four digits, the first digit is provided with relevant RQF Level while the last three digits refer to the respective version of CBC. For example, a first version of RQF Level 3 curriculum for the Food Processing trade in the Agriculture sector is coded and named as: AGRFOP 3001 TVET Certificate 3 in Food Processing. (AGR: Agriculture, FOP: Food Processing, 3: RQF Level 3, and 001: the first version.)

In developing preliminary pages, the followings are mainly considered: (a) title page, (b) cover page, (c) author's note page, (d) copyright, (e) rights and permission, (f) copyright notice, (g) disclaimer, (h) publisher's address, (i) table of contents, (j) list of abbreviations, (k) acknowledgements, and (l) forward. The below shows considerable aspects in developing preliminary pages.

Table 5: Basic Information in Curriculum

Basic Information	Descriptions
Curriculum Title	A curriculum name comes from relevant TVET program/trade and certificate name in RQF Level.
Curriculum Codes	Curriculum codes are given with letters and four digits. The letters are coded with abbreviations of relevant TVET sector and program/trade. In four digits, the first digit is provided with relevant RQF Level while the last three digits refer to respective version of CBC.
Title Page	A curriculum title page is placed at the very front of the curriculum. Generally, a title page should contain important information about the curriculum including its name, code, image reflecting the trade, publication city and date, Logo of MINEDUC and Logo of curriculum developing institution.
Cover Page	A cover (half) page is a page placed right after the title page. This should contain some information as on the title page mainly curriculum name, code, Logo of curriculum developing institution and curriculum development supporting institution or partner (in case of technical and/or financial support).
Author's Note Page	An author's note is a collection of notes from the author (curriculum developing institution) about the curriculum. It provides additional information about the author such as a small description and address. It also states the source of accessing and retrieving that curriculum.
Copyright	A copyright page is used to notify intellectual property protection. It protects the curriculum contents from plagiarism.
Rights and Permission	The copyrights reserved notice states that the copyright holder (author) reserves all rights to reproduce the curriculum or portions of the book. The author provides means on how the curriculum should be used and who is eligible.
Copyright Notice	A copyright notice should be written in one single sentence with copyright symbol or word, author and publication year.
Disclaimer	Disclaimer is a precaution for the authoring institution to protect itself from potential lawsuits if any of the work, characters or plot lines resemble real people or events.
Publisher's Address	This includes publishing institution's name and contact address.
Table of Contents	A table of contents is a list that provides section titles or brief descriptions with their commencing page numbers.

List of Abbreviations	A list of abbreviations is provided to list most used abbreviations in the curriculum. This should be ordered in alphabetical order.
Acknowledgements	This page is inserted in the curriculum to express gratitude toward individuals who contributed meaningfully to the development of the curriculum. This should include the Coordination team, Facilitation team, Editing team, Curriculum Development Team.
Foreword	This short introductory statement in a curriculum justifying the reason for the curriculum to be developed, the national, regional and international justification for the curriculum to be in place, the development process and the contribution of each involved part in its development process.

### 2.3.2. Qualification Details Development

In developing qualification details in relation to relevant TVET program/trade, the followings are expected to be considered: (a) description, (b) minimum entry requirements, (c) pathways, (d) rationale of the qualification, (e) job related information, (f) employability and life skills, (g) information about competences and (h) allocation of learning hours. The below table presents key information to be considered in development.

Table 6: Qualification Details in Curriculum

Qualification Details	Descriptions
Description	During its development, developers summarise, in the form of a table, the information regarding the occupation namely Title, Level, Credits, Sector, Sub-sector and curriculum Issue date. In addition, they indicate a list of competences (specific, general, and complementary) in which a trainee will have after taking the curriculum. These competences are extracted from the Occupation standards.
Minimum Entry Requirements	These are subjective attributes required for trainees that will learn this curriculum including physical and mental fitness and trainee's interest. During development, developers should map each aspect needed for the targeted trainees as

	this subsection serves as a career guidance pattern of curriculum.
Pathways	This indicates eligible persons to be admitted into this qualification as per RQF Level. It provides an image on vertical mobility as it links the current level with the levels under it and upper levels.
Rational of the Qualification	The rationale of the qualification is a set of reasons or a logical basis for a curriculum. It provides the usefulness of the curriculum and its contribution to the country's economy. This is developed as a basis of needs assessment results.
Job related Information	This shows how a curriculum prepares graduates to integrate that particular industry or occupation and present different jobs that a trainee who completed the qualification is able to perform at the labour market. This is developed referring to the Occupation Standards.
Employability and Life Skills	This further explains life and employability skills to meet based on industry or enterprise requirements when the trainee completes the course. During development of this subsection, developers summarise knowledge, skills and attitude for the whole curriculum by categories such as communication, teamwork, integration in the workplace, health, hygiene and safety, problem solving, computer skills, initiative and enterprise, self-management, technology, and learning skills.
Information about Competences	This is a tabular presentation of competences of the curriculum with their particular credits. The competences are grouped into Specific, General and Complementary depending on their types as extracted from the Occupation standards.
Allocation of Learning Hours	This is a tabular presentation of distribution of learning hours of any learning outcome in terms of practical work and theoretical contents delivery which later guides trainers in preparation of scheme of works. During this critical work, developers analyse indicative contents of the learning outcome and roughly estimate the teaching and learning time to distribute module's hours on each learning outcome, this is notional learning hours and include both contact and self-learning hours. This is done after developing all modules.

### 2.3.3. Training Package Development

In CBCs, the training package includes (a) competency chart, (b) flowchart, (c) assessment guidelines, and (d) portfolio. The below describes considerable factors in developing them.

Competency charts present the relationship between competences, which are developed from occupational standards in 2.2. *Occupational Standards Development*, and work process, which is to be additionally developed as a stepwise procedure and roadmap to reach at final products and/or service in relevant occupation. In particular, specific competences are centred to show their relationship with general/complementary competences and work processes. To do so, specific competences are listed at left rows while work processes and general/complementary competences at the top column. Then the relations are marked with symbols. The symbol o marks a relationship between general or complimentary competences with specific competences while the symbol  $\Delta$  indicates a relationship between specific competences and work processes. When the symbols are darkened ( $\bullet$  or  $\blacktriangle$ ), it indicates that the link is considered in the description and application of specific competency note that chronological order and level of complexity are the guiding principle in competencies chart development. An example is shown below.



Figure 4: Presentation of a Competency Chart

Occupation title		Process					General and Complementary Competences										
SPECIFIC COMPETENCES		Step 1	Step 2	Step ...	Step ...	Step n	General competence 1	General competence 2	General competence 3	General competence ...	General competence n	Complementary competence 1	Complementary competence 2	Complementary competence 3	Complementary competence ...	Complementary competence ...	Complementary competence n
1	Competence	▲	▲	▲	▲	▲	●	●	●	●	●	●	●	●	○	○	○
2	Competence	▲	▲	▲	▲	▲	○	○	●	●	●	●	●	○	●	●	●
3	Competence																
3																	
5																	
n	Competence																

Between the process and particular specific competences

Between general, complementary and particular specific competences

▲: Functional link of application

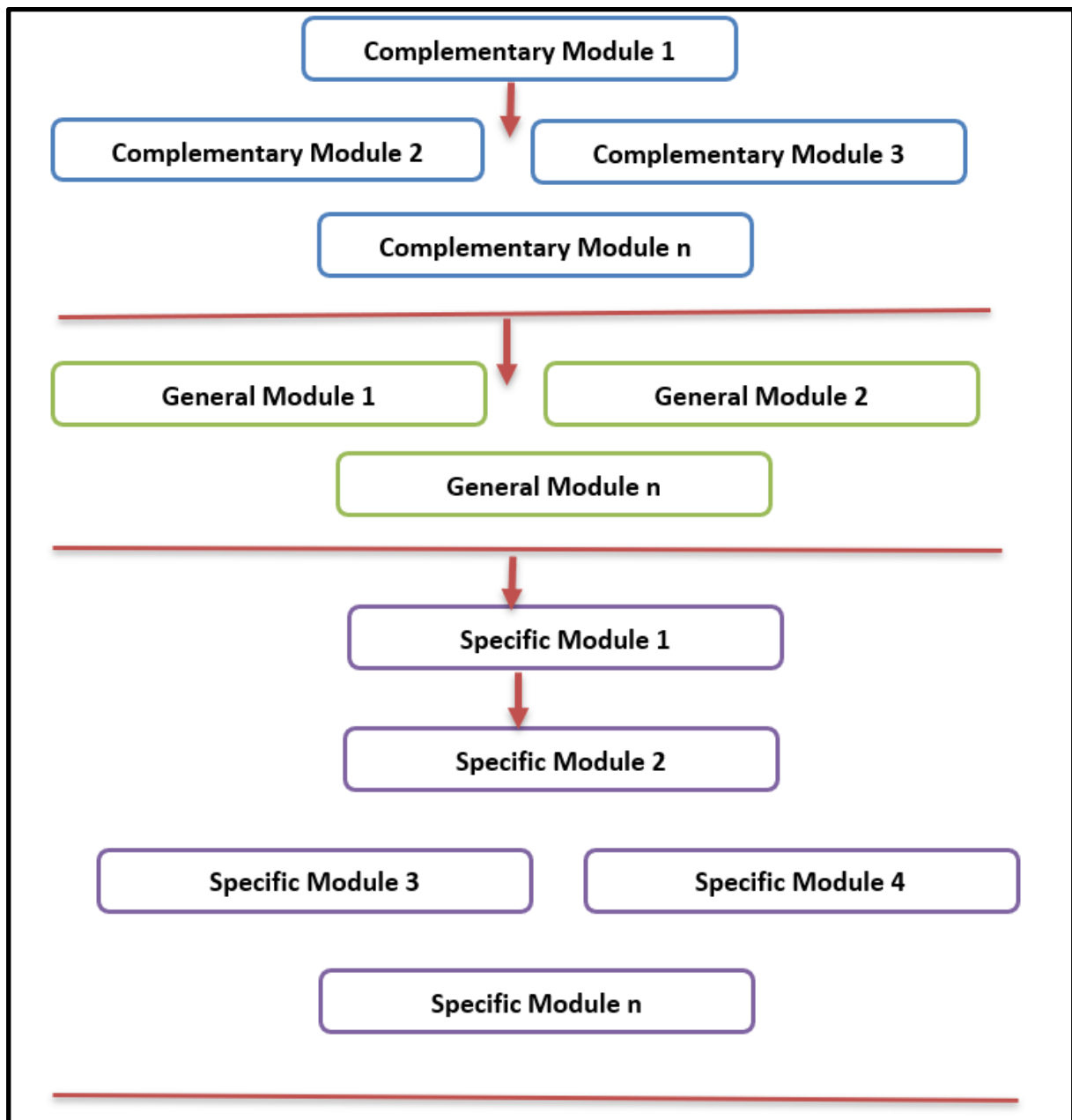
●: Functional link of application

○: Functional link existence

△: Functional link existence

It is significant to note that each competency in the above chart is regarded as a module in CBC. This suggests that CBC consists of modules, which are to be delivered to trainees in TVET program/trade, that refer to competences that are presented in the competency chart. More importantly, it is remarkable that modules are expected to be sequentially delivered in order to develop trainees' competences in appropriate ways. Therefore, a sequence of module delivery is required to be determined in designing CBC. This is done by developing flowchart, which represents the sequence of module delivery in chronological order. To do so, competency charts are expected to be analysed to develop the learning sequence. For example, general and complementary modules are likely to be delivered at the beginning because they are usually prerequisites to learn specific modules. In flowcharts, modules that are to be delivered early are located above modules which are to be delivered later although horizontally located modules can be delivered together. This means that modules in the top are designed to be delivered at first while those in the bottom at last. The below figure shows its sequence.

Figure 5: An example of Flowchart



Assessment guidelines are requested to be developed with respect to how trainees are supposed to be assessed about their competences against competency standards. In doing so, assessment types and minimum requirements to achieve (pass) relevant competences (modules) are designed in consideration of the below table.

Table 7: Assessment Guidelines in Curriculum

Assessment Guidelines	Descriptions
Types of Assessment	Two types of assessments are applied in CBCs: formative and summative assessments. Formative assessment is a continuous assessment in which trainers use a wide variety of methods, such as quiz, test, homework, and/or practical works, to assess whether trainee achieve each learning outcome in a module. Summative assessment is given for trainees an integrated situation (context and/or environment) at the end of module delivery to measure and determine whether the trainee achieves competences against relevant competency standards in module. With these types of assessments, it is expected to organise how to assess each module.
Evidence Gathering Methods and Tools	In assessing competences/modules, evidence that shows trainees' competences are to be clearly defined. Also, tools and methods to gather evidence are expected to be clarified.
Scoring and Grading	In assessing competences/modules, measurement (scoring) and grading scales are required to be clearly defined and presented.
Minimum Requirements	Minimum requirements are required to be given with passing line (marks) to determine whether trainees are competent in modules.

Lastly, it is required to guide trainee portfolio building during CBC delivery. The trainee portfolio is a collection of a trainee's learning works and evidence for the purpose of evaluating learning progress and performance to achieve their competences against relevant competency standards in TVET trade. This suggests that a trainee portfolio is regarded as an evident means to demonstrate trainees' competences.

### 2.3.4. Module Development

CBC consists of modules, which are to be delivered to trainees, that refer to competences, which are to be achieved by trainees. This suggests that the actual contents of CBCs are designed in module contents development based on

competency standards. In CBCs, modules are structured in (a) basic information, and (b) module contents.

In developing basic information of a module, (a) module title and codes, (b) cover page, (c) purpose statement, (d) content delivery and assessment modality, and (e) competency standards are required to be handled. The below table shows factors to be considered in developing basic information.

Table 8: Basic Information in Module

Basic Information	Descriptions
Module Title and Codes	In naming modules, relevant competency's action verb is required to be changed into a derivative or substantive noun with a complete object. For example, if the competency is Establish Nursery, its module title is set as Nursery Establishment. In coding, the module name is abbreviated mostly by the first initial letters. This code is made up of eight (8) characters using a combination of uppercase letters and numbers. The first three (3) characters represent the occupation, the two (2) following characters represent the module and the last three characters are digits. The first digits represent RQF Level while the last two (2) digits represent module version. An example is FOPAS302 (FOP: Food Processing, AS: Animal Slaughtering, 3: RQF Level 3, 02: second version of module development).
Cover Page	A module cover page is placed at the very front of each module. Generally, it should contain important information about the module including its name, code, RQF level, number of credits and learning hours, sector, trade, module type and curriculum code and title in addition, Logo of MINEDUC and Logo of curriculum developing institution are also mentioned.
Purpose Statement	This is a part of the module that highlights the main objective of the module in terms of knowledge, skills and right attitude (KSA). It also describes how a learner should achieve the pre-described competences. During its development, developers shall summarise the key competences of the curriculum and formulate a one paragraph statement.
Content Delivery and Assessment Modality	This is a part which describes how training and assessment will be conducted in terms of trainees' involvement in learning and assessment activities. This involvement is expressed in

	terms of percentages depending on the nature of indicative contents of learning outcomes. While developing a module, the developers map the learning activities appropriate for the whole module depending on its type. This should be designed in a way that is more practical (hands-on skills). On the other hand, the assessment modality is provided to guide assessment grading and overall contribution of each on the total course.
Competency Standards	The competency standards are extracted from relevant occupational standards/competency standards without no modification.

Module contents are structured with the following areas: (a) module title, (b) learning outcomes, (c) indicative contents, (d) resources, (e) facilitation techniques, (f) assessment methods, and (g) summative assessments if applicable. Out of these contents, module title, learning outcomes and indicative contents are regarded as backbones to develop other contents. In developing the backbone contents, it is highly recommended to use competency standards for the purpose of linking CBCs and occupational standards. To do so, competences are expected to be translated into modules. Elements of competency are to be learning outcomes. Performance criteria are to be indicative contents. With this translation from competency standards into module contents, the other areas are required to be developed. The below table provides a reference in development.

Figure 6: The Relationship between Competency Standards and Module Contents

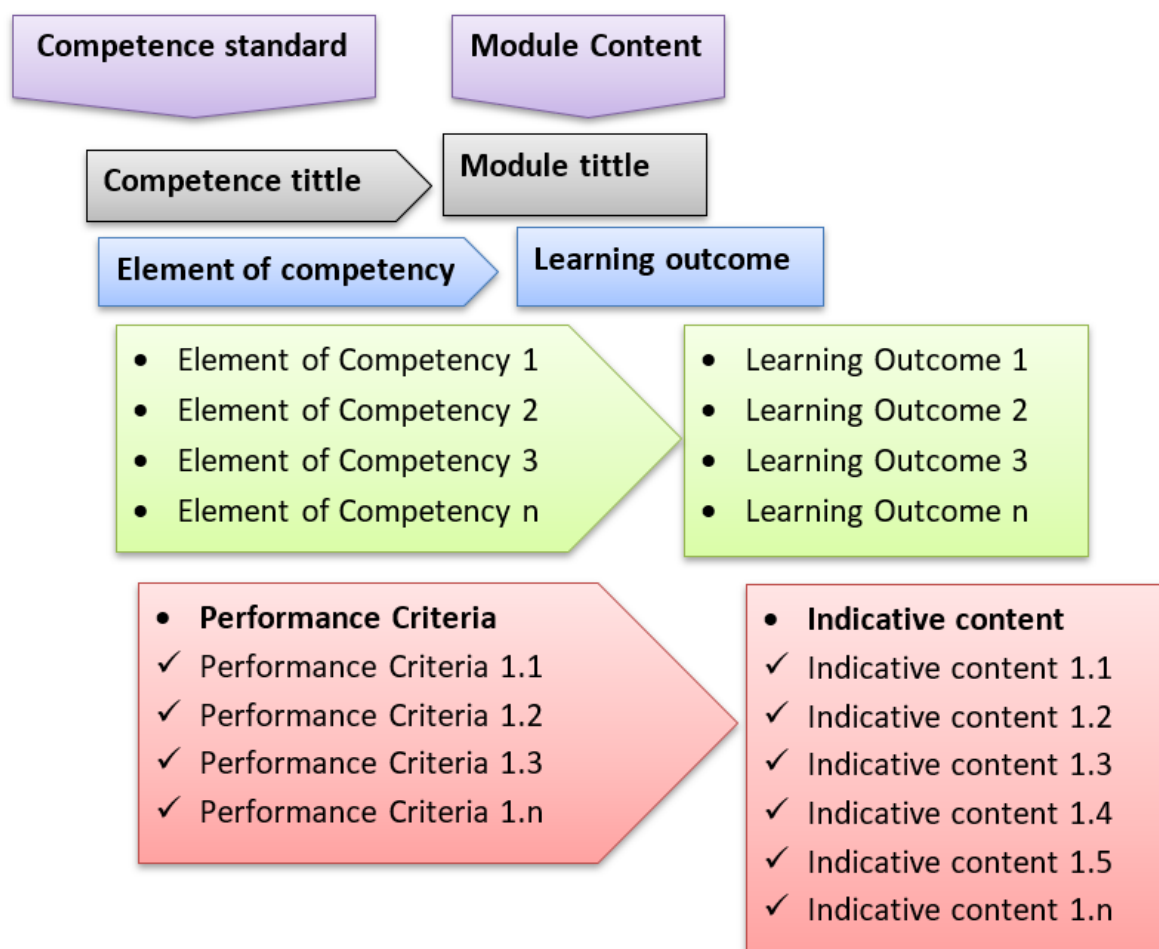


Table 9: Module Contents in Curriculum

Module Contents	Descriptions
Learning Outcome	A learning outcome is a measurable achievement that the learner will be able to understand after the learning is complete. This is the element of competency of the competency standards. This is considered as a step-by-step learning for coming up with the whole module completion. The cornerstone of a learning outcome is having an element of competency; there are no grammatical modifications in writing a learning outcome as the format remains the same: “action verb + object + context”.
Indicative Contents	Indicative contents are formulated based on performance criteria and the extent of this indicative content can be further

	<p>detailed adding relevant information and captured as sub-contents. These indicative contents mainly emphasise on practical skills involving the critical thinking activity rather than only theoretical knowledge. This relates to the content having 30% theoretical content and 70% practical work. When writing this, it is of paramount importance to identify the range and level as per blooms' taxonomy. The indicative content in the course structure consists of substantives and not verbs, nor complete sentences and are directly linked to the learning outcome. The number of indicative contents must not be less than the number of performance criteria and refers to the range of knowledge, skills and attitudes to be acquired in order to reach the learning outcome. An indicative content can also be generated from essential knowledge and skills of the competency as stated in occupational standards.</p>
Resources	<p>The resources elaborate the standard learning tools, materials and equipment that can be used in the learning process for achieving the learning outcome. These resources include didactic (vocational) tools, materials and equipment.</p>
Facilitation Techniques	<p>These are suggested pedagogical techniques that a trainer can use while delivering sessions to achieve the intended outcome. These suggested techniques come with the available resources and help learners to develop the required KSA as intended in learning outcome. The pedagogical technique to be used is a learner-centred method which comprises a range of teaching and learning activities that promote active participation of trainees e.g: Cooperative learning, experiential learning, individualised or trainer guided approach, etc. Developers have to write appropriate facilitation techniques that are applicable to the learning outcome.</p>
Assessment Methods	<p>The assessment methods refer to formative assessments, which is an assessment which is given progressively during the training. It helps to make sure that all indicative contents within learning outcomes are achieved. This is applied on all types of modules (specific, general and complementary). A guide for this type of assessment is developed at the end of each learning outcome. While designing a curriculum, developers should provide a diversity of assessment methods relevant to the content of the learning outcome to assess the achievement of learning outcome. For theoretical contents, Written assessment and/or Oral presentation can</p>

	<p>be adopted. While on practical skills contents, Performance assessment, Product based assessment and /or Project based assessment can be used.</p>
Summative Assessment	<p>A summative assessment is a holistic method for assessing a competency through integration of knowledge, skills and attitudes for successfully carrying out a professional task. It is given at the end of a specific module. A summative assessment has two components 1) Integrated situation, and 2) Checklist.</p> <p>Integrated Situation or a task is a complex, contextualised and meaningful situation which forces the trainee to process information, and which requires a clearly specified production to be carried out. A well-prepared task should have the following characteristics and components. An integrated Situation involves one or more problems to be solved. It causes trainees to experience a cognitive imbalance; they do not immediately know what they ought to do. It requires knowledge and information from a range of disciplines to be taken into consideration. It requires trainees to become aware of their own resources (knowledge, procedure, know-how, attitudes, etc.) that are relevant to complete the task at hand. An integrated situation or task must have six components namely: (a) integrated situation, context, or environment, (b) problem to be solved, (c) expected results, and (d) instruction, constraints, and other information.</p> <p>A checklist is a guiding tool based on the integrated situation used in marking/ grading trainees' evidence and making judgement of his/her performance. Its main importance is to ensure consistency and completeness of the carried-out task. A good checklist shall be composed of assessable outcome, assessment criteria and indicators. Assessable outcomes are the learning outcomes. Assessment criteria provide information about the qualities, characteristics and aspects of an assessment task that is used to measure their attainment of each of the learning outcomes. Criteria make it clear to trainees and trainers on what factors to be considered when making judgements of trainee's work. In the checklist, these criteria are formulated based on performance criteria. As assessment criteria is complex, it should be further narrowed down into indicators to remove ambiguity and biases. Indicators is a specific, observable, and measurable characteristic that can be used to justify/clarify the extent and quality performance of a candidate against</p>



	assessment criteria. During development of indicators, the emphasis should be made on practical indicative content with many indicators compared to theoretical indicative contents. Indicators should provide a specific standard on how an assessment criterion is being done by the trainee.
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### 2.3.5. Training Organisation Guide Development

At the last stage to design the curriculum. TOG is expected to be developed to determine requirements in competency-based training and assessment. The key areas in TOG are the following: (a) Trainer Profile, (b) STEL (Standard Tools and Equipment List), and (c) TWS (Technical Workshop Specification). In developing TOG, the below is required to be considered.

Table 10: Training Organisation Guide Development in Curriculum Design

<b>Training Organisation Guides</b>	<b>Descriptions</b>
Qualification details	This is a picture brief of the qualification inline with curriculum general information, it describes the minimum entry requirement as well as the competences to be covered by the qualification.
Trainer Profile	This is a brief and concise biographical sketch' and 'degree, standards or qualification level for the trainer required for the CBC to be delivered. While describing the requirements for trainers, the following components are to be considered: <ul style="list-style-type: none"> <li>- Trainers Qualification in terms of RQF level or its equivalence</li> <li>- Proven field or practical experience</li> <li>- Proven technical teaching experience</li> <li>- Languages and ICT skills</li> </ul>
STEL	This is a description of required tools and equipment to implement relevant CBC. Respective tools and equipment are categorised as follows: <ul style="list-style-type: none"> <li>- Tools/ Instruments</li> <li>- Equipment/ Machines and Accessories</li> <li>- Consumables</li> <li>- Furniture and Office Equipment</li> <li>- Didactic materials</li> </ul>

	<ul style="list-style-type: none"> <li>- Security/safety materials</li> </ul> <p>While providing relevant lists, the following details are provided.</p> <ul style="list-style-type: none"> <li>- Names and description</li> <li>- Specifications</li> <li>- Quantity</li> </ul>
TWS	Specifications for workshops and/or laboratories are required to be classified. While providing TWSs it is important to mention the architecture drawings for all types of room, all of these are suggested to be in annexes.

The results of curriculum design are expected to be summarised in attached templates, called *Curriculum*, and *TOG*. The quality of curriculum is considered through Validation and Accreditation Criteria for Curriculum, which is referenced in the sub-chapter 2.4. *Validation and Accreditation*.

## 2.4. Curriculum Validation and Accreditation

Once curriculum is developed, it is required to be validated and accredited as an officially recognised curriculum for relevant TVET program/trade. The validation and accreditation process confirms whether relevant curriculum is developed through the above steps. In other words, the process approves whether the relevant curriculum fulfils procedural and content criteria in the above steps. Once validated and accredited, the curriculum is announced as qualified to be offered in relevant TVET program/trade.

Table 11: Technical Process in Validation

Activities	Sub-Activities	Outputs	Specifications
1. Validation and Accreditation	1.1. Validation	Internal Validation Report	Validation and Accreditation Criteria
	1.2. Accreditation	Accreditation Report	

The validation and accreditation process are distinguished as internal and external. Validation has a purpose that curriculum development authorities conduct cross-checks to ensure the quality of curriculum development internally. In other words, validation is peer reviews before accreditation. On the other hands, accreditation is an external process to examine whether a developed curriculum is qualified to be offered in relevant TVET program/trade.

Either in validation or accreditation, a series of workshops are implemented. In doing so, the needs assessment, occupational standards, and curriculum, which are the outputs of above mentioned activities, are reviewed and examined. Although validation and accreditation criteria may be updated for strategic purposes, a version of validation and accreditation criteria is presented in the below table.

Table 12: Validation and Accreditation Criteria in Needs Assessment

Dimension	Checklist
1. Relevant documents are reviewed to articulate labour market needs.	The most recent labour force surveys are reviewed to identify employment status by sectors (ISIC) and occupations (ISCO).
	The most recent business enterprise surveys are reviewed to identify job creation status by sectors (ISIC).
	The most recent TVET tracer surveys are reviewed to identify employment status by TVET sector, trade, and qualification.
2. Focus group interviews are conducted to identify labour market needs.	Labour market needs are qualitatively identified through consultations by TVET graduates, trainers, and employers.
	Relevant occupations that are demanded in the labour market are identified with respects to the TVET trade.
	Relevant positions by occupations that are required in the labour market are identified with respects to the TVET trade.
	Employers and enterprises that recruit the occupations and positions with respects to the TVET trade in the labour market are identified.
3. Relevant TVET sector and trade are clearly identified to develop CBC.	It is confirmed that a certain number of workforces is required in the labour market with respects to the TVET trade.

	Priority occupations, jobs and relevant positions that are considered when developing relevant TVET competency-based curriculum are analysed and identified.
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Table 13: Validation and Accreditation Criteria in Occupational Standards

Criteria	Indicators	Elements
Preliminary pages are well presented	Title page is well presented	Logo of the institution is mentioned
		Occupation title is mentioned
		Production institution is mentioned
		Production period is indicated
		Brief Occupation description is presented in line with the occupation.
		Technical supporting entity is mentioned (If Applicable)
	Table of contents is well presented	Elements are automated
		Page numbers are indicated
	Cover pages are well presented	Introduction of the OS is aligned with the occupation
		Coordination and development team is mentioned
		Facilitation team is mentioned
		OS Panellists is mentioned
		Experts' working field is related to the occupation being described
		Minimum panellists' number is respected
		Card writer is provided
Part 1: Occupational Analysis	Occupation is well described	Title of occupation is stated
		<i>Situation in the national and/or regional economy is available and clearly explained.</i>
		Types of enterprises in which the a graduate can work is indicated
		Scope of practice is defined
		Positions within the

		company/organization is described
		Career / professional and personal development
	Occupational Profile is well described	Main Duties are described in line with the occupation
		Tasks are sequence in line with duty
		Duties and tasks are formulated in accordance with the DACUM requirements. Formulation of duties and tasks: Action verbs +Object.
		Sequencing is well done: tasks are written in a chronological order.
		Number of tasks per duty range between 5-30 (minimum – maximum).
		Essential skills, knowledge, attitudes are stated in line with DACUM.
		Tools, equipment, materials, supplies and consumable are listed refer to the DACUM
		Future trends and concerns are described
	List of competences is presented	Competences are formulated using action verb + object.
		Competences are aligned with DACUM
		Competences are grouped depending on their nature (Specific, General and Complementary)
Part 2: Competency Standards	Competency chart is provided	Work process within the occupation is mentioned.
		Competences relationships are mentioned (functional link application and existence)
	Elements of Competency are well formulated	Elements are derived from competency major steps
		Sequencing is done (E.C are written in a chronological order).
		Minimum number of 3 E.C is respected
	Performance Criteria are well	The format of Performance Criteria is respected (action verb

	formulated	+ qualifier+ object + Standards)
		All performance criteria statements are: Specific, Measurable, Achievable, Realistic and Time bound (SMART).
	Knowledge, Skills, and right Attitudes are available for each competency standard	

Table 14: Validation and Accreditation Criteria in Curriculum

General information		
Introductory Part	Cover page is well designed	Logos of MINEDUC and Developing institution are available
		The qualification title is available and reflects the programme content.
		The qualification (RQF) level is indicated (E.g: RQF L7).
		The qualification title is mentioned and matching with the qualification level.
		The qualification Code is written in accordance with the RQF coding procedures
		The qualification release date is indicated (venue, month, and year)
		The image reflecting the qualification is available
		The title page is available and includes the logo of developing institution, the qualification code and title of RQF level
	Copyright is well described	The copyright page is available and describes the ownership of the institution.

	Table of content is well done List of abbreviations and acronyms	The table of content is well structured and formatted
		The table is automatically generated and updated
		All four sections are available (general introduction, qualification details, training package and assessment guidelines)
		All headings and subheadings are available and well formatted (Numbering, Consistent Fonts, and Styles)
		List of abbreviations and acronyms is available
	Acknowledgement is well presented	Acknowledgement is available
		Acknowledgement is exhaustive vis-à-vis all parties involved in the development of the curriculum.
	Production team	The list of production team is available
		The production team section is well structured according to their respective roles such as coordinators, facilitators, editors, and developers
	Foreword is well mentioned	The foreword is available
		The foreword is comprehensive, and reflect the target occupation
	General introduction is well described	The general introduction is available
		The general introduction is comprehensive, captures the overall purpose, the target occupation and competencies, and describes the overall components of the entire document
Qualifications details	The qualification details section is available and well structured	Description (title, level, credits, sector, subsector, issue date, specific objectives, review date) is available

		Graduate's profile is presented
		Minimum entry requirements provide clear information.
		Information about pathways is comprehensive
		Rationale of the qualification is written in line with the occupation analysis/ market survey report.
		Jobs related information is available and aligns with the program.
Training package section	Overview on training package is well presented	The information about competencies is available and well structured (Code, and type of competencies)
		The introductory part describing the course structure is presented
		Competency chart is available and well written.
		The competency chart is well arranged.
		The flowchart is available and consistently arranged based on acquisition order. (Modules or competency title consistently and credit value)
		Assessment methodology is available and defined.
Assessment Guidelines section and language	Assessment guideline is well described	Information about Portfolio building is well defined
		Information about Formative and Summative assessments is described.
		Words are spelled correctly
Grammatical errors are properly minimized		Sentences are grammatically structured
MODULE		
Introductory part Cover page/ Front page	Front pages are well presented	The RP/RTB and MINEDUC Logos are available
		Module Title is written as a noun sentence



		Competency title is written starting by action verb+ object.
		Module code is mentioned as per module coding procedure.
		Learning hours and credits are calculated and mentioned.
		RQF level is indicated and reflects the content.
		Sector and trade of the program are indicated
		The purpose statement is described in line with trade or program and RQF level.
	Module delivery modalities are well indicated	Training delivery modalities are indicated
		Assessment modalities are indicated
Competency standards	Elements of Competency and Performance criteria are well written	Elements of competency are indicated
		The format of performance Criteria is respected
		Competency standard is the same as mentioned in OS
Module content	Learning Outcomes and content are well described	Allocation of hours and credits are appropriate to the breadth and depth of the outcomes
		Objectives of modules are available and written in accordance with corresponding element of competency
		Indicative contents are available in line with corresponding performance criteria
		The standards extracted from the performance criteria are clearly indicated
		The content is coherently organised
		The indicative contents are in line with the learning outcome
		The indicative contents reflect the current situation

		Learning resources are indicated and in line with learning outcome
		Facilitation techniques are well written and relevant to the indicative content/learning outcomes to be delivered
		Formative assessment methods are indicated
	Integrated /summative Assessment package is well developed	Summative assessment guidelines/specifications formulated and available across all specific modules
		Integrated situation is prepared as per accepted characteristics such as context, instructions, information, constraints, and tasks.
		Required resources are listed
		Assessable outcomes are indicated
		Assessment criteria are indicated, at least three per assessable outcome
		Indicators are indicated
		Scoring and passing line are provided
Reference	References are well written	The reference list is available
		Referencing style is respected and consistent

## 2.5. Trainer & Trainee Manual Development

In addition to CBCs, it is highly recommended to develop trainer and trainee manuals. Both manuals are designed to guide trainers or trainees to be engaged in implementation of relevant curriculum. On the one hand, a trainer manual is required to be developed as a training worksheet that guides trainers to facilitate and assess trainees in delivering modules and sessions. On the other hands, a trainee manual is

supposed to be developed as a learning worksheet that guides trainees to be engaged in modules and sessions. Both manuals are expected to be complementary to develop TVET trainees' competences against occupational standards through curriculum delivery.

Table 15: Technical Process in Trainer & Trainee Manual Development

Activities	Sub-Activities	Outputs	Specifications
1. Development of Trainer & Trainee Manuals	1.1. Elaboration of Module Contents	Trainer & Trainee Manuals	Trainer & Trainee Manuals Checklist
	1.2. Review		

Developing trainer and trainee manuals are expected to focus on module contents to be elaborated. In particular, indicative contents are required to be described and guided. To do so, theoretical and/or practical activities, including key learning steps and tasks, in indicative contents are developed with respect to learning outcomes in relevant modules. Moreover, some references, such as, but not limited to, reading lists, photos, and illustrations, can be provided. Assessment guides are also required to be included. Those manuals are recommended to be developed in attached templates, called *Trainer Manual* and *Trainee Manual*.

In reviewing manuals, the below checklist is recommended to be used.

Table 16: Trainer Manual Checklist

Criteria	Indicator	Element
Presentation of introductory content	Cover page is well presented	Trade and level of RQF are indicated
		Illustration reflecting on the competency is inserted
		Issue date is mentioned
		Module code and title are mentioned
		Competency code and name are mentioned
	Preliminary pages are inserted	Author's Note Page is mentioned
		Acknowledgements is mentioned
		Table of content is mentioned

		Acronyms And Abbreviations are mentioned
		Introduction is well presented
		List of learning outcomes is presented
	Learning outcome is well introduced	Learning outcome is mentioned
		Illustration reflecting the Learning outcome is mentioned
		List of indicative contents is presented
		Key competencies are mentioned
		Time is mentioned
		Learning outcome objectives are mentioned
		Resources are mentioned
		Advance preparations are indicated
Main contents are well presented	indicative contents are well analysed	Activities are mapped (indicative content is broken into different types of activities)
		Mapped activities are relevant to the content
	Theoretical activities are detailed	Notes for trainer are mentioned
		Tasks are mentioned
		Tasks are sequentially ordered to achieve the objectives
		Key readings are provided
	Practical activities are detailed	Notes for trainer are mentioned
		Tasks are mentioned
		Tasks are sequentially ordered to from easy to complex
	Points to remember are provided	Key points summarise the whole indicative content
		Key points prepare the trainee for application of learning activity
	Activity for Application of learning is provided	The task is practical
		The task is applicable in real life
		Task stimulates critical thinking
Learning outcome	Written theoretical	Questions are well set
		Questions cover all indicative contents

Assessment is provided	assessment is mentioned	Questions stimulates critical thinking
	Practical assessment is mentioned	Task is feasible
		Task cover the whole learning outcome
		Task is applicable in real life
		Task stimulates critical thinking
		Checklist is provided
Further information to the trainer	References books and journals are provided	At least 3 books are mentioned
		Useful web links are mentioned
		APA referencing style is respected

Table 17: Trainee Manual Checklist

Criteria	Indicator	Element
Presentation of introductory content	Cover page is well presented	Trade and level of RQF are indicated
		Illustration reflecting on the competency is inserted
		Issue date is mentioned
		Module code and title are mentioned
		Competency code and name are mentioned
	Preliminary pages are inserted	Author's Note Page is mentioned
		Acknowledgements is mentioned
		Table of content is mentioned
		Acronyms And Abbreviations are mentioned
		Introduction is well presented
		List of learning outcomes is presented
	Learning outcome is well introduced	Learning outcome is mentioned
		Illustration reflecting the Learning outcome is mentioned
		List of indicative contents is presented
		Key competencies are mentioned
		Time is mentioned

		Learning outcome objectives are mentioned
		Resources are mentioned
Main contents are well presented	indicative contents are well analysed	Activities are mapped (indicative content is broken into different types of activities)
		Mapped activities are relevant to the content
	Theoretical activities are detailed	Tasks are mentioned
		Tasks are sequentially ordered to achieve the objectives
		Key readings are provided
	Practical activities are detailed	Tasks are mentioned
		Tasks are sequentially ordered to from easy to complex
	Points to remember are provided	Key points summarise the whole indicative content
		Key points prepare the trainee for application of learning activity
	Activity for Application of learning is provided	The task is practical
		The task is applicable in real life
		Task stimulates critical thinking
Learning outcome Assessment is provided	Written theoretical assessment is mentioned	Questions are well set
		Questions cover all indicative contents
		Questions stimulates critical thinking
	Practical assessment is mentioned	Task is feasible
		Task cover the whole learning outcome
		Task is applicable in real life
		Task stimulates critical thinking

## 2.6. Curriculum Review

Once CBCs are validated and accredited, they are required to be appropriately implemented as competency-based approaches to produce competent TVET

graduates that meet labour market demands. During the time, the quality of relevant CBCs needs to be evaluated by whether TVET graduates are employable in targeting occupations. When TVET trainees who are successfully trained and assessed are not employable in the labour market, relevant CBCs should be revised to catch up with the labour market needs. Or, CBCs have to be revised, when they are not properly applicable in CBT/CBA implementations so that those CBCs cannot produce competent graduates. Therefore, CBCs are expected to be reviewed in their qualities.

Table 18: Technical Process in Curriculum Review

Activities	Sub-Activities	Outputs	Specifications
1. Curriculum Review	1.1. Curriculum Implementation Monitoring	Curriculum Review Report	NA
	1.2. Tracer Survey		

The curriculum review is conducted in two ways. The first way assesses whether relevant curriculum is appropriately implemented as competency-based approach. In other words, CBC implementations are monitored about whether relevant curriculum can be implemented as standardly referenced in TVET CBT/CBA Implementation Framework. When several challenges and obstacles to delivery CBT/CBA are repeatedly observed, curriculum revisions should be considered.

The second way surveys whether relevant TVET graduates are likely to be employed in targeting occupations. This is conducted through tracer surveys. If the employment rate is significantly lower than the MINEDUC targets, relevant CBCs are requested to be revised.

In case of curriculum revision, it is expected to follow the above mentioned activities to develop CBCs. In cases of curriculum adjustments, necessary activities out of the curriculum development steps can be strategically utilised to modify CBCs.

### 3. OPERATIONAL PROCESS

TVET CBCs are developed by RP (RQF Level 6+) and RTB (RQF Level 1-5), then accredited by HEC (RQF Level 6+) and NESAC (RQF Level 1-5). In other words, RP (RQF Level 6+) and RTB (RQF Level 1-5) are accountable for needs assessment, occupational standards development, curriculum design, trainer & trainee manual development, and curriculum review while HEC (RQF Level 6+) and NESAC (RQF Level 1-5) are the competent authorities to accredit CBCs.

In curriculum development for RQF Level 6+, RP organises relevant curriculum committees to spearhead relevant technical and operational activities. In doing so, each curriculum committee is established in each TVET sector, so that the committee is able to mobilise various and competent stakeholders in the sector. It is highly recommended for RP to include committee members as shown below. The members are given a four-year term that may be renewable once. In each committee, a chairperson (usually from PSF, SSCs, or PSF), a vice-chairperson (usually from curriculum development division), and a secretary (usually relevant quality assurance specialist). The members are required to be approved by Academic Senates in RP.

Table 19: RP Curriculum Committee Members

<ul style="list-style-type: none"><li>• Relevant Person in Curriculum Development Division in RP</li><li>• Quality Assurance Specialist in relevant sector in RP</li><li>• Representatives from Sector Skills Council (SSC)</li><li>• Representatives from RP colleges (IPRCs)</li><li>• Representatives from relevant Chambers in Private Sector Federation (PSF)</li><li>• Representatives from relevant professional associations</li><li>• Representatives from RP alumni (graduates) in relevant sector</li></ul>
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For RQF Level 1-5, Curriculum Development and Instructional Materials Development Department in RTB is responsible for managing, coordinating, organising, and implementing relevant technical and operational activities. Once TVET trades in which CBCs are required to be developed are identified, the department designates relevant staff to conduct needs assessment, occupational standards development, curriculum design, trainer & trainee manual development, and curriculum review.



Regarding curriculum accreditation, Polytechnics Quality Assurance Department in HEC is the line department for CBCs in RQF Level 6+ while Basic Education and TVET Quality Assurance Department in NESAC for CBCs in RQF Level 1-5. When they are requested for curriculum accreditations by RP and/or RTB, relevant staff are determined to lead accreditation activities.

In this chapter, operational actions to implement the above mentioned technical activities are described with necessary guides.

### 3.1. Needs Assessment

In needs assessment, the following actions are required to conduct technical activities: (A) internal reviews, (B) workshop, and (C) internal validation. In doing so, a total 10 days are recommended to be allocated to produce the outputs with the template, Needs Assessment.

Table 20: Operational Process in Needs Assessment

Operational Actions	Working Days	Technical Activities	Sub-Activities	Outputs
A. Internal Reviews	3-5	1. Needs Articulation	1.1. Document Reviews	Articulated Needs for relevant TVET Program/Trade
B. Workshop	3-5	2. Occupations Articulation	2.1. Focus Group Discussion	Identified Needs for relevant TVET Program/Trade
				List of Occupations, Positions and Enterprises for relevant TVET Program/Trade
C. Internal Validation	1	NA	NA	NA

In internal reviews, desk works are conducted to articulate TVET needs in relevant TVET program/trade. To do so, formal and informal studies for the labour market demands are reviewed. This is usually done by designated staff in Curriculum Development Division in RP for RQF Level 6+ and in Curriculum Development and

Instructional Materials Development Department in RTB for RQF Level 1-5 during 4 working days.

To implement the technical sub-activity of focus group discussion, a 5-day workshop is organised. In clarifying TVET needs and, more importantly, identifying occupations, positions and enterprises in relevant TVET program/trade, mobilising appropriate participants is key for focus group discussion. In this regard, the below types of persons and numbers are recommended to be mobilised for the workshop.

Table 21: Participants for Focus Group Discussion in Needs Assessment

<ul style="list-style-type: none"><li>• The internal reviewer, who is expected to coordinate and facilitate the workshop, from Curriculum Development Division in RP (RQF Level 6+) or Curriculum Development and Instructional Materials Development Department in RTB</li><li>• Industry practitioners and employers in relevant fields, industry sizes, and geographical areas (8-15 persons)</li><li>• TVET trainers in relevant TVET program/trade (5-8 persons)</li><li>• TVET graduates in relevant TVET program/trade (2-4 persons)</li><li>• Other stakeholders (RDB, SSCs, TVET SSWG and/or professional associations)</li></ul>
--

Once the outputs are produced, an internal validation workshop is expected to be carried out by relevant Curriculum Committee in RP for RQF Level 6+ and Curriculum Development and Instructional Materials Development Department in RTB. During the workshop, the Needs Assessment Checklist, which is referenced in the sub-chapter 2.1. *Needs Assessment*, is used to review and approve the outputs.

## 3.2. Occupational Standards Development

Developing occupational standards is expected to have the following operational actions: (A) job analysis workshop (2-3 days), (B) occupational analysis workshop (3-5 days), (C) internal validation of occupation profile (1 day), (D) competency analysis workshop (5-6 days), and (E) internal validation of Occupational standard (1 day). It is important to note that these actions require a workshop facilitation team to coordinate,

lead, and facilitate workshops. The members of workshop facilitation team are recommended as below. Besides the facilitation team, the designated person in Curriculum Development Division in RP (RQF Level 6+) or Curriculum Development and Instructional Materials Development Department in RTB (RQF Level 1-5) is required to coordinate the workshops.

Table 22: Operational Process in Occupational Standards Development

Operational Actions	Working Days	Technical Activities	Sub-Activities	Outputs
A. Job Analysis Workshop	2-3	1. Job Analysis	1.1. Job Analysis	Vertical Mobility Chart
B. Occupational Analysis Workshop	3-5	2. Occupational Analysis	2.1. Occupation Profile Development	Occupation Profile
C. Internal Validation of Occupation Profile	1	NA	NA	NA
D. Competency Analysis Workshop	5-6	Competency Analysis	Competency Analysis	Competency Standards
E. Internal Validation of Occupational Standard	1	NA	NA	NA

Table 23: Facilitation Team Members in Job Analysis, Occupational Analysis, and Competency Analysis Workshops

Members	Main Duties	Minimum Requirements
Facilitator(s)	<ul style="list-style-type: none"> <li>To lead, guide, and facilitate the panel members in workshops related to occupational standards development</li> <li>To report work progress and final output to the coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Having a proven experience of curriculum design facilitation for at least three (3) CBCs.</li> <li>Having a clear understanding of CBT/CBA.</li> <li>Having good knowledge and clear understanding of Rwanda TVET system.</li> <li>Having excellent communication skills in English or French and Kinyarwanda.</li> <li>Having excellent time management skills.</li> <li>Being tactful on group dynamics and group consensus.</li> <li>Being a team player and an effective communicator.</li> </ul>

		<ul style="list-style-type: none"> <li>Having one of TVET Trainer Certificates (TVET Trainer Certificate, Senior TVET trainer or Master trainer) or being a holder of qualification in curriculum development</li> </ul>
Recorder or Card Writer	<ul style="list-style-type: none"> <li>To record ideas quickly, neatly, legibly, and as stated by writing on large index cards</li> </ul>	<ul style="list-style-type: none"> <li>Good communication skills</li> <li>Attentive listening</li> <li>Keenness to details</li> <li>Good handwriting</li> <li>To be team player</li> <li>To be an effective communicator</li> </ul>

In job analysis and occupational analysis workshops, the workshop panels are formed. The panel members are required to consist of 7-12 industry practitioners. They are required to follow guides by the facilitation team in order to develop the outputs, including vertical mobility and occupation profile. The minimum requirements for workshop panel members are recommended as followings.

Table 24: Panel Members in Job Analysis and Occupational Analysis Workshops

<b>Industry Practitioners when developing CBCs in RQF Level 6-7 (7-12 persons)</b>
<ul style="list-style-type: none"> <li>Being a high performing workers employed in the occupation as technicians or supervisors in relevant fields, industry sizes, and geographical areas.</li> <li>Being competent in relevant technical areas.</li> <li>Having a qualification of master's degree or equivalent in relevant TVET program being developed. Or, having a qualification of at least bachelor's degree or its equivalent with a proven two (2) years working experience in the occupation. Or, having a qualification of TVET advanced diploma (RQF level 7) or its equivalent with a proven three (3) years working experience in the occupation.</li> <li>Having recommendations from a recognised entity is an added value.</li> </ul>
<b>Industry Practitioners when developing CBCs in RQF Level 3-5 (7-12 persons)</b>
<ul style="list-style-type: none"> <li>Being a high performing workers employed in the occupation as technicians or supervisors in relevant fields, industry sizes, and geographical areas.</li> <li>Being competent in relevant technical areas.</li> <li>Having a qualification of TVET Advanced Diploma (RQF Level 7) or its equivalent with a proven two (2) years of working experience in the occupation. Or, having a qualification of TVET Certificate 5 (RQF Level 5) with a proven five (5) years of working experience in the occupation.</li> <li>Having recommendations from a recognised entity is an added value.</li> </ul>
<b>Industry Practitioners when developing CBCs in RQF Level 1-2 (7-12 persons)</b>

- Being a high performing workers employed in the occupation as technicians or supervisors in relevant fields, industry sizes, and geographical areas.
- Being competent in relevant technical areas.
- Having a qualification of TVET Advanced Diploma (RQF Level 7) or its equivalent with a proven one (1) year of working experience in the occupation.
- Having recommendations from a recognised entity is an added value.

To develop competency standards, competency analysis workshops are required to be implemented for 5-7 days. The number of workshop panels is expected to be 7-12. However, it is highly recommended to include 25% of academicians, including TVET trainers, and 75% of industry practitioners. The below table is expected to be referenced to form panel members in the workshops.

Table 25: Panel Members (7-12 persons) in Competency Analysis Workshop

<b>Academicians, including TVET Trainers (25%)</b>
<ul style="list-style-type: none"> <li>• Having an academic degree or higher than the RQF Level of CBCs to be developed.</li> <li>• Having a proven experience in curriculum development as added values</li> <li>• Having a proven teaching experience of, at least, three (3) years in TVET.</li> <li>• Having strong communication and writing skills.</li> <li>• Having research competences</li> <li>• Having interpersonal skills</li> <li>• Having an excellent time management and organisational skills</li> <li>• Having TVET Trainer Certificate (TVET Trainer Certificate, Senior TVET Trainer Certificate, and/or Master TVET Trainer Certificate), or having a qualification of curriculum development</li> </ul>
<b>Industry Practitioners (75%)</b>
<ul style="list-style-type: none"> <li>• (Minimum requirements are applied to industry practitioner in occupational analysis workshops.)</li> </ul>

Once the outputs are produced, they are expected to be internally validated by Curriculum Development Division in RP (RQF Level 6+) or Curriculum Development and Instructional Materials Development Department in RTB (RQF Level 1-5). In doing so, one-day workshops are expected to be conducted with 5-9 validators. In validation workshop for occupation profile (DACUM Research chart), the internal validators are required to consists of industry practitioners 75% of who are not engaged in job analysis and occupational analysis workshops. For validation workshop regarding occupational standards, the internal validation panel requires TVET trainers (25%) and industry practitioners (75%). However, 75% of validators are recommended to be

changed against the panel members in relevant competency analysis workshops. The minimum requirements for validation panels are same as the abovementioned requirements for participants in job analysis, occupational analysis, and competency analysis workshops. Once the outputs with respects to occupational standards development are internally validated, the next activities are expected to be implemented.

Table 26: Validators in Internal Validation Workshop for Occupation Profile

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Industry practitioners (7-12 persons) (Minimum requirements are identical to those in occupational analysis workshops.)</li> </ul> |
|---|

Table 27: Validators (5-9 persons) in Internal Validation Workshop for Occupational Standard

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Academicians, including TVET trainers (25%) (Minimum requirements are identical to those in competency analysis workshops.)</li> <li>• Industry practitioners (75%) (Minimum requirements are identical to those in occupational analysis workshops.)</li> </ul> |
|---|

### 3.3. Curriculum Design

Curriculum design activities are practically conducted by (A) curriculum design workshop (5-7 days) and (B) TOG workshop (5-6 days). These operational actions are implemented by the curriculum design facilitation team: (a) coordinators, (b) facilitators, and (c) curriculum format editors. They are required to manage, coordinate, guide, facilitate and lead the operational actions. Therefore, the curriculum design facilitation team members are expected to be established for theses operational actions. Minimum requirements for the facilitation team members are described below.

Table 28: Operational Process in Curriculum Design

Operational Actions	Working Days	Technical Activities	Sub-Activities	Outputs
A. Curriculum Design Workshop	5-7	1. Basic Information Development	1.1. Naming and Coding	Basic Information
			1.2. Preliminary Pages	
		2. Qualification Details Development	2.1. Description of Qualification	Qualification Details
			2.2. Minimum Entry Requirements	
			2.3. Pathway	
			2.4. Job related Information	
			2.5. Employability Skills and Life Skills	
			2.6. Information about Competences	
		3. Training Package Development	3.1. Course Structure	Training Package
			3.2. Competency Chart	
			3.3. Flow Chart	
			3.4. Assessment Guidelines	
			3.5. Portfolio Building	
		4. Module Development	4.1. Purpose Statement, Delivery Modality, Competency Standards	Modules Contents
			4.2. Learning Outcome, Indicative Content, and Resources	
			4.3. Facilitation Techniques &	

			Assessment Methods	
			4.4. Summative Assessments	
B. TOG Workshop	5-6	5. Training Organisation Guide Development	5.1. Trainer Profile	TOG
			5.2. STEL	
			5.3. TWS	

Table 29: Facilitation Team Members in Curriculum Design and TOG Workshops

Members	Main Duties	Minimum Requirements
Facilitators (recommended as, at least, 2 persons)	<ul style="list-style-type: none"> <li>To lead, guide, and facilitate the panel members in workshops related to curriculum design</li> <li>To report work progress and final output to the coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Having a proven experience of curriculum design facilitation for at least three (3) CBCs.</li> <li>Having a clear understanding of CBT/CBA.</li> <li>Having good knowledge and clear understanding of Rwanda TVET system.</li> <li>Having excellent communication skills in English or French and Kinyarwanda.</li> <li>Having excellent time management skills.</li> <li>Being tactful on group dynamics and group consensus.</li> <li>Being a team player and an effective communicator.</li> <li>Having one of TVET Trainer Certificates (TVET Trainer Certificate, Senior TVET trainer or Master trainer) or being a holder of qualification in curriculum development</li> </ul>
Curriculum Format Editor	<ul style="list-style-type: none"> <li>To format and edit curriculum</li> <li>To report work progress and final output to the facilitators</li> </ul>	<ul style="list-style-type: none"> <li>Have a good understanding of CBT/CBA</li> <li>Have excellent ICT skills</li> <li>Be able to use templates, guidelines, and other instructions by coordinators and facilitators</li> <li>Have experience in curriculum formatting and editing</li> </ul>



		<ul style="list-style-type: none"> <li>To be an effective communicator</li> </ul>
--	--	---

Curriculum design workshops are likely to be implemented with huge numbers of curriculum developers, depending on workloads. During workshops, relevant basic information, qualification details, and training package are expected to be designed. More importantly, every module's contents are required to be developed. Therefore, relevant, enough, and competent module content developers need to be mobilised in curriculum design workshops. It is recommended to include 75% of academicians, including TVET trainers, and 25% of industry practitioners as module content developers. Minimum requirements for module content developers are recommended as below.

Table 30: Module Contents Developers in Curriculum Design Workshop

<ul style="list-style-type: none"> <li>Academicians, including TVET trainers (75%) (Minimum requirements are identical to those in competency analysis workshops.)</li> <li>Industry practitioners (25%) (Minimum requirements are identical to those in occupational analysis workshops.)</li> </ul>
---

In addition to basic information, qualification details, training package, and module contents, TOG is expected to be developed in curriculum development. This is conducted by TOG workshop, which is recommended to include 50% of academicians, including TVET trainers, and 50% of industry practitioners as TOG developers. The below table shows requirements to mobilise TOG developers.

Table 31: TOG Developers in TOG Workshop

<ul style="list-style-type: none"> <li>Academicians, including TVET trainers (50%) (Minimum requirements are identical to those in competency analysis workshops.)</li> <li>Industry practitioners (50%) (Minimum requirements are identical to those in occupational analysis workshops.)</li> </ul>
---

## 3.4. Curriculum Validation and Accreditation

Once CBCs are completely developed, the validation and accreditation process are implemented with the following operational actions: (A) validation workshop and (B) accreditation workshop. These operational actions are done separately. Validation workshop is carried out by the Curriculum Committee in RP (RQF Level 6+) and Curriculum Development and Instructional Materials Development Department in RTB (RQF Level 1-5) for the purpose of peer reviews. On the other hands, Accreditation workshop is organised by Polytechnics Quality Assurance Department in HEC for CBCs in RQF Level 6+ and Basic Education and TVET Quality Assurance Department in NESAC for CBCs in RQF Level 1-5 for the purpose of official approval to relevant CBCs to be delivered in TVET institutions.

Table 32: Operational Process in Validation and Accreditation

Operational Actions	Working Days	Technical Activities	Sub-Activities	Outputs
A. Validation Workshop	3-5	1. Validation and Accreditation	1.1. Validation	Validation Report
B. Accreditation Workshop	3-5		1.2. Accreditation	Accreditation Report

In validation workshops, validation coordinators who are usually those coordinating the above actions, including needs assessment, occupational standards development, and curriculum design, are expected to organise, mobilise, and manage facilitators (1-2 persons) and validators (5-10 persons) to conduct the technical activities. In doing so, validators, who are guided by validation facilitators, review and examine needs assessment, occupational standards, and designed curriculum against the validation criteria, which is referenced in the sub-chapter 2.4. *Validation and Accreditation*. It is noticeable that 75% of validators are highly recommended to be mobilised as those who are not engaged in the abovementioned curriculum development activities. Throughout workshops, validation coordinators are recommended to update, adjust, modify, and/or enhance them in collaboration with relevant curriculum developers and facilitators in case that developed CBCs need to be improved. When developed CBCs are recognised as valid, they are internally approved by Curriculum Committee for

## RQF Level 6+ and Curriculum Development and Instructional Materials Development Department in RTB for RQF Level 1-5.

Table 33: Validation Team Members

- Facilitators (1-2 persons) (Minimum requirements are identical to those in occupational standards development and curriculum design)

Table 34: Validators (5-10 persons) in Validation Workshop

- Academicians, including TVET trainers (50%) (Minimum requirements are identical to those in competency analysis workshops.)
- Industry practitioners (50%) (Minimum requirements are identical to those in occupational analysis workshops.)

Once CBCs are validated, RP (RQF Level 6+) and RTB (RQF Level 1-5) are expected to submit their accreditation applications to competent authorities, including HEC (RQF Level 6+) and NESAC (RQF Level 1-5). In RQF Level 1-5, the curriculum development outputs, including Needs Assessment, Occupation Profile, Competency Standards, Curriculum, and TOG, are required to be submitted to NESAC. For RQF Level 6+, some other documents, such as program specification, modules descriptions, and program proposal, may be requested by HEC in addition to the curriculum development outputs. When the applications are accepted, accreditation workshops are organised and conducted by Polytechnics Quality Assurance Department in HEC for CBCs in RQF Level 6+ and Basic Education and TVET Quality Assurance Department in NESAC for CBCs in RQF Level 1-5. For accreditation workshops, facilitators (1-2 persons) and validators (5-10 persons) are mobilised to examine the curriculum development outputs against the validation and accreditation criteria, which is referenced in the sub-chapter *2.4. Validation and Accreditation*. At the end of accreditation workshops, final decisions are recommended to the relevant Director General in HEC (RQF Level 6+) and NESAC (RQF Level 1-5). The final decisions are referenced as below.

Table 35: Accreditation Team Members

<ul style="list-style-type: none"> <li>Facilitators (1-2 persons) (Minimum requirements are identical to those in occupational standards development and curriculum design)</li> </ul>
--

Table 36: Validators (5-10 persons) in Accreditation Workshop

<ul style="list-style-type: none"> <li>Academicians, including TVET trainers who are not engaged in relevant curriculum development activities (35%) (Minimum requirements are identical to those in competency analysis workshops.)</li> <li>Academicians, including TVET trainers who are engaged in relevant curriculum development activities (15%) (Minimum requirements are identical to those in competency analysis workshops.)</li> <li>Industry practitioners (35%) who are not engaged in relevant curriculum development activities (Minimum requirements are identical to those in occupational analysis workshops.)</li> <li>Industry practitioners (15%) who are engaged in relevant curriculum development activities (Minimum requirements are identical to those in occupational analysis workshops.)</li> </ul>
--

Table 37: Accreditation Decisions

Decisions	Descriptions	Following Actions
Accreditation	When more than 90% of validation and accreditation criteria are achieved	Curriculum accreditation is officially provided by relevant competent authority
Conditional Accreditation	Although more than 70% but less than 90% of validation and accreditation criteria are met	Curriculum accreditation is provided only when relevant CBCs are improved based on recommendations
Rejection to Accreditation	When less than 70% of validation and Accreditation criteria are met, or when the curriculum is not relevant to TVET agencies that apply validation	Relevant CBCs are required to be developed again

## 3.5. Trainer & Trainee Manual Development

In developing manuals, relevant works are organised and conducted by, which are followed by internal reviews and approval in Curriculum Development Division in RP

(RQF Level 6+) and Curriculum Development and Instructional Materials Development Department in RTB (RQF Level 1-5). In RQF Level 6+, only trainer manuals are required to be developed while trainee manuals are expected to be developed in addition to trainer manuals in RQF Level 1-5. To do so, various work methods, such as, but not limited to, workshops and/or consultancy works, can be applied depending on practical contexts. In any ways, designated coordinators are expected to lead and guide the technical activities. Once manuals are developed, internal reviews and approval are conducted against the trainer & trainee manual checklist, which is referenced to *2.5. Trainer & Trainee Manual Development*.

Table 38: Operational Process in Trainer & Trainee Manual Development

Operational Actions	Working Days	Technical Activities	Sub-Activities	Outputs
1. Trainer Manual Development Works	5-6	1. Development of Trainer & Trainee Manuals	1.1. Elaboration of Module Contents	Trainer & Trainee Manuals
2. Trainee Manual Development Works (only for RQF Level 1-5)	5-6		1.2. Review	
3. Internal Review and Manual Approval	2-3			

Table 39: Team Members in Trainer & Trainee Manual Development

Members	Main Duties	Minimum Requirements
Facilitator(s)	<ul style="list-style-type: none"> <li>To lead, guide, and facilitate the other team members in works related to trainer &amp; trainee manuals development</li> <li>To report work progress and final output to the coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Having a proven experience of curriculum design facilitation for at least three (3) CBCs.</li> <li>Having a clear understanding of CBT/CBA.</li> <li>Having good knowledge and clear understanding of Rwanda TVET system.</li> <li>Having excellent communication skills in English or French and Kinyarwanda.</li> <li>Having excellent time management skills.</li> <li>Being tactful on group dynamics and group consensus.</li> </ul>

		<ul style="list-style-type: none"> <li>• Being a team player and an effective communicator.</li> <li>• Having one of TVET Trainer Certificates (TVET Trainer Certificate, Senior TVET trainer or Master trainer) or being a holder of qualification in curriculum development</li> </ul>
Manual Developer(s)	<ul style="list-style-type: none"> <li>• To develop relevant modules contents in Trainer &amp; Trainee Manuals based on CBCs</li> <li>• To report work progress and final output to the facilitator</li> </ul>	<ul style="list-style-type: none"> <li>• Having a proven teaching experience in relevant module delivery for at least two (2) years.</li> <li>• Having a clear understanding of CBT/CBA.</li> <li>• Having good knowledge and clear understanding of Rwanda TVET system.</li> <li>• Having excellent writing skills in English or French and Kinyarwanda.</li> <li>• Having excellent ICT skills</li> <li>• Having excellent time management skills.</li> <li>• Having a proven tech</li> <li>• Having one of TVET Trainer Certificates (TVET Trainer Certificate, Senior TVET trainer or Master trainer) or being a holder of qualification in curriculum development</li> </ul>
Manual Format Editor	<ul style="list-style-type: none"> <li>• To format and edit manuals</li> <li>• To report work progress and final output to the facilitator</li> </ul>	<ul style="list-style-type: none"> <li>• Have a good understanding of CBT/CBA</li> <li>• Have excellent ICT skills</li> <li>• Be able to use templates, guidelines, and other instructions by coordinators</li> <li>• Have experience in document formatting and editing</li> <li>• To be an effective communicator</li> </ul>

Illustrator(s), and/or Graphic Designer(s)	<ul style="list-style-type: none"> <li>Design and develop illustrations, images, graphics, pictures, etc. which are transformed from module contents to facilitate trainers' and/or trainees' understanding</li> <li>To report work progress and final output to the facilitator</li> </ul>	<ul style="list-style-type: none"> <li>Having certificates or qualifications in relevant fields</li> <li>Having a portfolio of illustrations and/or graphic designs</li> <li>Having a proven work experience in relevant fields</li> </ul>
---	---	--

### 3.6. Curriculum Review

Once TVET CBCs are implemented for three years, it is highly recommended for RP (RQF Level 6+) and RTB (RQF Level 1-5) to review them. In other words, curriculum reviews are recommended to be conducted every three years. This review process has a purpose to decide whether relevant CBCs are to be reviewed or not. When deciding CBCs are not appropriate either in CBT/CBA implementation or in graduates' employment in the labour market, they are required to be revised. To do so, Curriculum Development Division in RP (RQF Level 6+) and Curriculum Development and Instructional Materials Development Department in RTB (RQF Level 1-5) are expected to review relevant results of quality inspection in CBT/CBA and tracer survey.

Table 40: Operational Process in Curriculum Review

Operational Actions	Working Days	Technical Activities	Sub-Activities	Outputs
A. Reviews on Quality Inspection in CBT/CBA	NA	1. Curriculum Review	1.1. Curriculum Implementation Monitoring	Curriculum Review Report
B. Reviews on Tracer Survey			1.2. Tracer Survey	

To monitor curriculum implementation regarding whether CBCs are appropriate in CBT/CBA implementation to produce competent graduates in the labour market, the trends of results in quality inspection in CBT/CBA implementation are required to be reviewed. As the quality inspection is expected to be conducted internally by RP (RQF

Level 6+) & RTB (RQF Level 1-5) and externally by HEC (RQF Level 6+) & NESAC (RQF Level 1-5). With the quality inspection reports, Curriculum Development Division in RP (RQF Level 6+) and Curriculum Development and Instructional Materials Development Department in RTB (RQF Level 1-5) are required to review the trends against whether relevant CBT/CBA are appropriately implemented in TVET institutions. If the percent of TVET institutions meeting minimum quality assurance standards in TVET CBT/CBA, which is the ESSP indicator and referenced in TVET CBT/CBA Implementation Framework, does not meet the ESSP targets, or if the percent (the ESSP indicator) is not (statistically) significantly improved during the CBC implementation for three years, it is recommended to regard relevant CBCs as not properly applicable to competency-based approach, which is expected to produce competent TVET graduates in the labour market. In the case, it is expected to investigate whether the CBC is to be fully or partially revised.

As far as tracer survey is concerned, TVET agencies, including RP, RTB, HEC and NESAC, are expected to conduct it in order to identify the key ESSP indicator values: the percent of graduates employed. Through reviewing relevant tracer survey reports, Curriculum Development Division in RP (RQF Level 6+) and Curriculum Development and Instructional Materials Development Department in RTB (RQF Level 1-5) can understand whether relevant CBCs are effective in producing competent TVET graduates in the labour market. If the percent of TVET graduates who completed relevant CBCs and employed in relevant fields does not meet the ESSP targets, it is highly recommended to decide relevant CBCs to be revised. In this case, it is required to study whether the CBC is to be fully or partially revised.

In short, relevant CBCs are required to be revised when they are reviewed as underperformed in CBT/CBA implementation or employment rate against the ESSP targets. When CBCs are fully or partially revised, relevant technical and operational processes in this framework are strategically repeated.



Table 41: Decisions in Curriculum Review

Decisions	Cases	ESSP Indicator
Revision	When the ESSP indicators do not achieve the targets in relation to relevant CBC, or When the ESSP indicators values do not show significant improvements during relevant CBC implementation for 3 years	% of TVET institutions meeting quality assurance standards  & % of TVET graduates employed
No Revision	When the ESSP indicators achieve the targets in relation to relevant CBC, or When the ESSP indicators values show significant improvements during relevant CBC implementation for 3 years	

# LIST OF ATTACHED TEMPLATES AND CHECKLISTS

Needs Assessment Templates

Needs Assessment Checklist

Occupational Profile (DACUM Research chart) Template

Occupational Profile Checklist

Occupational Standard (OS) Template

Occupational Standard (OS) Validation and Accreditation Checklist

Curriculum General Information Template

Module Content Template

Curriculum Design Validation and Accreditation Checklist

TOG Development Template

TOG Validation and Accreditation Checklist

Trainer Manual Template (RTB)

Trainer Manual Validation Checklist (RTB)

Trainer Manual Template (RP)

Trainer Manual Checklist (RP)

Trainee Manual Template

Trainee Manual Checklist

## ANNEX. TASKFORCE MEMBERS IN TVET SUBSECTOR WORKING GROUP TASK FORCE IN CBT/CBA IMPLEMENTATION

No.	Name	Organisation	Position
1	Mr. NIYONGABO Eric	MINEDUC	Advisor to MOS for ICT & TVET
2	Dr. Sylvie MUCYO	RP	Vice Chancellor
3	Prof. MUSABE Richard	RP	Deputy Vice-Chancellor in Charge of Training, Institutional Development, and Research (DVC-TIDR)
4	Mr. Joseph Silvano MFINANGA	RP	Technical Advisor in Academic quality assurance and program development
5	Dr. Yongabo Parfait	RP	Division Manager in charge of Institutional Development, Applied Research and Consultancy
6	Mr. Daton Eric NGIRINSHUTI	RP	Division Manager in charge of Digital Content and Connectivity
7	Mr. SERUHUNGO Kamanzi	RP	Advisor to Vice Chancellor
8	Mr. Jean de Dieu Mulindahabi	RP	Quality Assurance Coordination Specialist
9	Mr. BIZIYAREMYE Jean Baptiste	RP	Energy and Natural Resources Quality assurance specialist
11	Mr. Aimable RWAMASIRABO	RTB	Head of Department Curriculum and Instructional Material Development
12	Mr. Jean de Monfort UWINTWARI	RTB	CBT/CBA implementation Specialist
13	Mr NTAHONTUYE Felix	RTB	Agriculture and Animal health trades Specialist
14	Mr. Emmanuel NGENDAHIMANA	NESA	Ag. Director of TVET Trades Question Item Unit
15	Mr. Ildephonse HABIYAMBERE	NESA	School Accreditation Specialist
16	Mr. DUSABIMANA Theodore	HEC	Head of Department- Polytechnics Quality Standards
17	Dr. NDIKUBWIMANA Theoneste	HEC	Head Of Department: Academic Quality; Accreditation; Standards and Qualification Framework
18	Mr. Fabien HABIMANA	HEC	Analyst
19	Dr. Gervais MUNYANZIZA	IPRC-Gishali	Deputy Principal in Charge of Academics and Training
20	Mr. SHEMA Fred	IPRC-Gishali	Director of Academic Services
21	Mr. NTIHINYURWA Jean Bosco	IPRC-Gishari	Assistant Lecturer

No.	Name	Organisation	Position
22	Mr. MUSINGA MPAMBARA Callixte	IPRC-Gishari	Assistant Lecturer & HoD of Agriculture Engineering
23	Dr. Amon GASAGARA	IPRC-Huye	Deputy Principal in Charge of Academics and Training
24	Mr. NDABAMENYE Theogene	IPRC-Huye	Lecturer HoD of Civil Engineering
25	Mr. Leonard MANIRAMBONA	IPRC-Karongi	Deputy Principal in Charge of Academics and Training
26	Mrs. KAYITESI Anne Marie	IPRC-Karongi	Ag. Director of Quality Assurance
26	Mr. MANIRAHARI Philogene	IPRC-Karongi	Academic Quality Assurance Officer
27	Dr. Alice IKUZWE	IPRC-Kigali	Deputy Principal in Charge of Academics and Training
28	Mrs. INGABIRE Clementine	IPRC-Kigali	Ag. Director of Quality Assurance
29	Mr. SABUSHIMIKE Donatien	IPRC-Kigali	Lecturer and HoD of ICT
30	Mr. BENIMANA Jean Claude	IPRC-Kigali	Lecturer
31	Mr. JAMBO Jean D'Amour	IPRC-Kigali	Assistant Lecturer
32	Dr. NSENGUMUREMYI Concorde	IPRC-Kitabi	Deputy Principal in Charge of Academics and Training
33	Mr. HAKIZIMANA Isidore	IPRC-Kitabi	Lecturer & HoD of Nature Conservation &
34	Eng. Emile ABAYISENGA	IPRC-Musanze	Principal
35	Dr. Esdras NSHIMYUMURENYI	IPRC-Musanze	Deputy Principal in Charge of Academics and Training
36	Mr. ISHIMWE Viviane	IPRC-Musanze	Assistant Lecturer & HoD of Electrical Technology
37	Mr. MUSONERA Ephrem	IPRC-Ngoma	Principal
38	Dr. Jean Claude HABUMUGISHA	IPRC-Ngoma	Deputy Principal in Charge of Academics and Training
39	Mr. TUYISENGE Edmond Nicolas	IPRC-Ngoma	Assistant Lecturer & HoD of Mechanical Engineering
40	Mrs. MUNEZERO Wivine	IPRC-Ngoma	Trainer
41	Dr. MUHIRWA Alexis	IPRC Tumba	Deputy Principal in Charge of Academics and Training
42	Mr. NKURANGA Jean Bosco	IPRC-Tumba	Director of Quality Assurance
43	Mr. BANANEZA Christophe	IPRC-Tumba	Assistant Lecturer
44	Prof. KOH Jinhyun	TQUM	Project Manager
45	Mrs. Maria Bernadette M. Ramos	TQUM	Project Leader

No.	Name	Organisation	Position
46	Mr. YOUN Young Joon	TQUM	Results and Quality Management Specialist
47	Dr. HWANG Suk	TQUM	TVET CBT/CBA Expert
48	Prof. RIM Kyung Hwa	TQUM	TVET Occupational Standards Expert
49	Dr. KIM Euikyung	TQUM	TVET Training Expert
50	Dr. LEE Byung Chul	TQUM	TVET Curriculum Development Expert
51	Prof. LEE Sang Kon	TQUM	TVET Labour market Analysis Expert
52	Dr. KANG Seon Ae	TQUM	TVET Labour market Analysis Expert
53	Mrs. JE Dabin	TQUM	Project Action Officer
54	Mr. GANZA Jean Francois Regis	TQUM	TVET Curriculum Development Specialist
55	Mr. HATEGEKIMANA Olivier	TQUM	TVET Curriculum Development Specialist
56	Mrs. DUKUZIMANA Therese	TQUM	TVET Quality Assurance Specialist
57	Mr. NIYONKURU Sylvestre	TQUM	TVET Quality Assurance Specialist
58	Mr. Aimable NZABIRINDA	TQUM	TVET Capacity Building Specialist
59	Mr. HARELIMANA Wilson	TQUM	TVET Capacity Building Specialist
60	Mr. Joseph HAKIZIMANA	TQUM	TVET M&E Specialist
61	Mr. BUNANI Jean Baptiste	TQUM	TVET Partnership Coordinator

-End of Document-

## Needs Assessment templates

### 1.1.1. Articulated needs

<b>Concerned TVET Sector:</b>				
<b>Concerned TVET Program/Trade:</b>				
<b>Reviewed Labour Force Survey:</b>				
<b>Indicators</b>		<b>Year</b>	<b>Year</b>	<b>Year</b>
Number of Labour Force Population (% against Working Age Population)				
Number of the Employed (% against Working Age Population)				
Number of the Employed by concerned International Standard Industrial Classification (ISIC):				
Number of the Employed by concerned International standard classification of occupations (ISCO):				
<b>Reviewed Business Enterprise Survey:</b>				
<b>Indicators</b>		<b>Year</b>	<b>Year</b>	<b>Year</b>
Number of Enterprises in the Formal Sector				
Number of Workers in the Formal Sector				
Number of Enterprises by Employment Size:	Micro (1-3)			
	Small (4-30)			
	Medium (31-99)			
	Large (100+)			
Number of Enterprises by concerned ISIC:				
<b>Reviewed TVET Tracer Survey:</b>				
<b>Indicators</b>		<b>Year</b>	<b>Year</b>	<b>Year</b>
Percent of TVET graduates employed				
Percent of TVET graduates employed by RQF Level	Level 1-2			
	Level 3-5			
	Level 6-9			
Percent of TVET graduates employed				

by the concerned TVET sector			
Percent of TVET graduates employed by the concerned TVET trade			
Percent of employer satisfied by TVET graduate			

### 1.1.2. Identified Needs

<b>Concerned TVET Sector:</b>		
<b>Concerned TVET Trade:</b>		
<b>Focus Group Interviewees</b>	<b>Key Findings</b>	
<b>TVET Graduates</b>		
<b>TVET Trainers</b>		

<b>Employers</b>	
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### 1.1.3. List of Occupations, Positions and Enterprises

<b>Concerned TVET Sector:</b>		
<b>Concerned TVET Trade:</b>		
<b>Focus Group Interviewees:</b>		
<b>Occupations</b>	<b>Positions/Jobs</b>	<b>Priorities in TVET (1-5)</b>
<b>Enterprises</b>	<b>Employment Size</b>	<b>Contacts</b>



Conducted by:

Name.....

Position .....

Date and signature:.....

**Appendices:**

- ✓ Labour force survey reports
- ✓ Business enterprise survey reports
- ✓ Tracer survey reports
- ✓ Focus group interview guides

## Needs Assessment Checklist

Checklist	Yes	No
<b>Indicator 1. Relevant documents are reviewed to articulate labour market needs.</b>		
✓ The most recent labour force surveys are reviewed to identify employment status by sectors (ISIC) and occupations (ISCO).		
✓ The most recent business enterprise surveys are reviewed to identify job creation status by sectors (ISIC).		
✓ The most recent TVET tracer surveys are reviewed to identify employment status by TVET sector, trade, and qualification.		
<b>Indicator 2. Focus group interviews are conducted to identify labour market needs.</b>		
✓ Labour market needs are qualitatively identified through consultations by TVET graduates, trainers, and employers.		
✓ Relevant occupations that are demanded in the labour market are identified with respects to the TVET trade.		
✓ Relevant positions by occupations that are required in the labour market are identified with respects to the TVET trade.		
✓ Employers and enterprises that recruit the occupations and positions with respects to the TVET trade in the labour market are identified.		
<b>Indicator 3. Relevant TVET sector and trade are clearly identified to develop CBC.</b>		
✓ It is confirmed that a certain number of workforces is required in the labour market with respects to the TVET trade.		
✓ Priority occupations, jobs and relevant positions that are considered when developing relevant TVET competence-based curriculum are analysed and identified.		
<b>Decision:</b>		
<b>Observation:</b>		

**Verified by:**

Curriculum development committee

SN	Names	Institution	Position	Signature

## Vertical mobility chart template

Vertical mobility Chart	
Sector :	
Department (RP Only)	
Program /Trade:	

**Note:** Job/Occupations are ordered and named following level of complexity

RQF Level	Possible Jobs/occupation	Description
1		
2		
3		
4		
5		
6		
7		
8		

Developed by DACUM Development team

SN	Names	Institution	Position	Telephone	Signature

*Logo and address of developing institution*

## Occupational profile (DACUM Research chart) template

### OCCUPATION PROFILE REPORT For

.....

Occupation description:

.....  
.....

Mm/yyyy

**INTRODUCTION**

.....

.....

.....

.....

.....

.....

**COORDINATION AND DEVELOPMENT TEAM**

**Coordination**

.....

**Facilitation**

.....

**Co-facilitation**

.....

**Editing**

.....

## Participation

.....(Curriculum developing institution) wishes to thank the following persons who participated in the development of this document

SN	Names	Function	Institution	Qualification
1				
2				
3				
4				
5				
6				

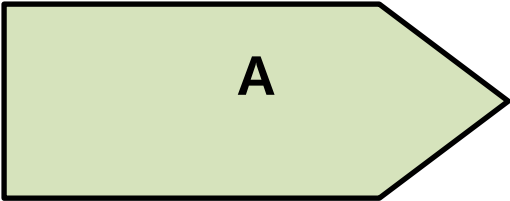
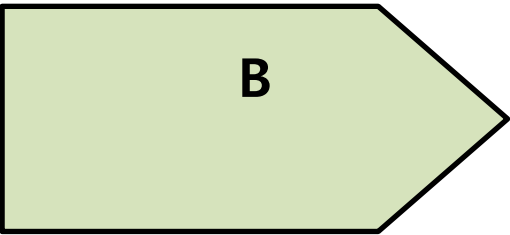
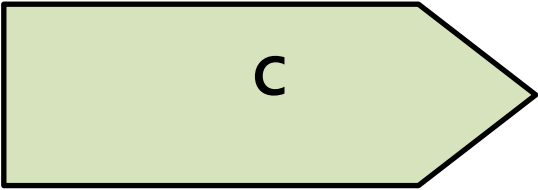
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**1. DUTIES AND TASKS (see DACUM Chart below).**

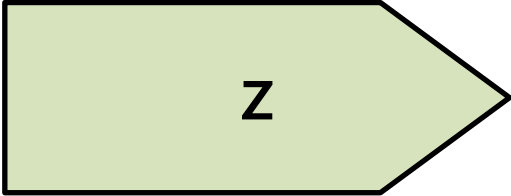
**OCCUPATION TITTLE: .....**

**DUTIES**

**TASKS**

	A-1	A-2	A-3	A-4	A-5
	A-6	A-7	A-8	A-9	A-10
	B-1	B-2	B-3	B-4	B-5
	C-1	C-2	D-3	E-4	F-5



	C-6	C-7	C-8	C-9	C-10
	Z-1	Z-2	Z-3	Z-4	Z-5
	Z-6				

## 1. DESCRIPTION OF THE TOOLS, EQUIPMENT AND MATERIALS TO PERFORM THE OCCUPATION

Tools	Equipment	Consumables / Materials
<ul style="list-style-type: none"> <li>• Tool1</li> <li>• Tool2</li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• Tool n</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment1</li> <li>• Equipment 2</li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• Equipment n</li> </ul>	<ul style="list-style-type: none"> <li>• Material 1</li> <li>• Material 2</li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• Materials n</li> </ul>

## 2. MAJOR SKILLS, KNOWLEDGE AND ATTITUDES

ESSENTIAL KNOWLEGDE	ESSENTIAL SKILLS	WORKER BEHAVOUR/ATTITUDES	FUTURE TRENDS AND CONCERNS
<ul style="list-style-type: none"> <li>• Knowledge 1</li> <li>• Knowledge 2</li> <li>• Knowledge 3</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> </ul>	<ul style="list-style-type: none"> <li>• Skill 1</li> <li>• Skill 2</li> <li>• Skill 3</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> </ul>	<ul style="list-style-type: none"> <li>• Attitude 1</li> <li>• Attitude 2</li> <li>• Attitude 3</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> </ul>	<ul style="list-style-type: none"> <li>• Trends 1</li> <li>• Trends 2</li> <li>• Trends 3</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> </ul>

<ul style="list-style-type: none"><li>• ..</li><li>• ..</li><li>• ..</li><li>• ..</li><li>• ..</li><li>• Knowledge n</li></ul>	<ul style="list-style-type: none"><li>• ..</li><li>• ..</li><li>• ..</li><li>• ..</li><li>• ..</li><li>• Skill n</li></ul>	<ul style="list-style-type: none"><li>• ..</li><li>• ..</li><li>• ..</li><li>• ..</li><li>• ..</li><li>• Attitude n</li></ul>	<ul style="list-style-type: none"><li>• ..</li><li>• ..</li><li>• ..</li><li>• ..</li><li>• ..</li><li>• Trend n</li></ul>
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List of Acronyms

- .....
- ....
- ...
- ...
- ...
- ...

## Occupational Profile Validation Checklist

Criteria	Indicators	Element	Yes	No	Comment (if any)
<b>Preliminary pages are well presented</b>	Title page is well mentioned	Logo of the institution is mentioned			
		Occupation title is mentioned			
		Production institution is mentioned			
		Production period is indicated			
		Technical supporting entity is mentioned (If Applicable)			
		Brief Occupation description is presented in line with the occupation.			
	Cover page is well presented	Introduction of the OP is aligned with the occupation			
		Page numbers are indicated			
	DACUM Panel is well presented	Coordination team is presented			
		Facilitation team is mentioned			
		List of industry experts is presented			
		Experts' working fields are related to the occupation being described			

Criteria	Indicators	Element	Yes	No	Comment (if any)
		Minimum panellists' number is respected			
<b>Duties and Task description</b>	Duties and Tasks are well described	Main Duties are described in line with the occupation			
		Tasks are sequence in line with duties			
		Duties and tasks are formulated in accordance with the DACUM requirements.  Formulation of duties and tasks: Action verbs +Object.			
		Sequencing is well done: tasks are written in a chronological order.			
		The minimum number of tasks per duty is respected (5)			
		Essential skills, knowledge, attitudes are stated in line with duties and tasks.			
		Tools, equipment, and materials, are listed refer to the duties and tasks			
		Future trends and concerns are described			

**Verified by:**

**Occupational profile validation panel**

<b>SN</b>	<b>Names</b>	<b>Institution</b>	<b>Position</b>	<b>Signature</b>
1				
2				
n				

*Logo and address of developing institution*

## Occupational Standard (OS) template

---

### **OCCUPATION STANDARDS REPORT** **For**

.....

**Mm/yyy**

## INTRODUCTION

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.....

## COORDINATION AND DEVELOPMENT TEAM

### Coordination

.....

### Facilitation

.....

### Co-facilitation

.....

### Editing

.....



## Participation

.....(Curriculum developing institution) wishes to thank the following persons who participated in the development of this document

SN	Names	Function	Institution	Qualification
1				
2				
3				
4				
5				
6				

(Sort per Alphabetic order)

Contents

---

## **PART I: OCCUPATIONAL ANALYSIS**

### **1. DESCRIPTION OF THE OCCUPATION**

#### **1.1. Title of occupation**

.....

#### **1.2. Position in the national and/or regional economy**

.....

#### **1.3. Context of work**

##### **1.3.1. Types of enterprises in which the occupation is performed**

.....

.....

##### **1.3.2. Scope of practice**

- 
- 
- 
-

### **1.3.3. Position within the company**

.....

.....

.....

### **1.4. Career / professional and personal development**

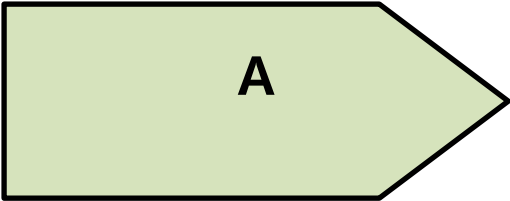
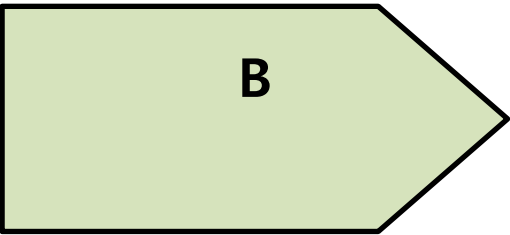
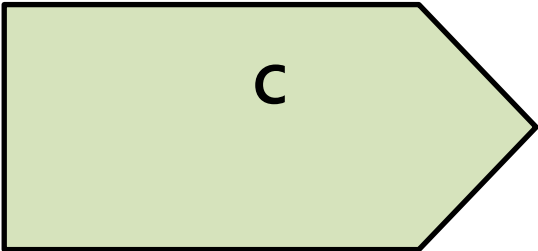
.....

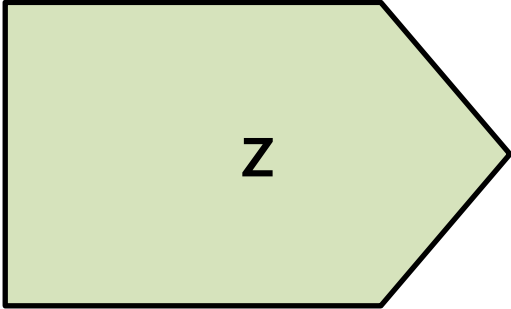
**1.5. DUTIES AND TASKS** (*see DACUM Chart below*).

**OCCUPATION TITTLE:** .....

**DUTIES**

**TASKS**

	A-1	A-2	A-3	A-4	A-5
	A-6	A-7	A-8	A-9	A-10
	B-1	B-2	B-3	B-4	B-5
	C-1	C-2	D-3	E-4	F-5

	C-6	C-7	C-8	C-9	C-10
	Z-1	Z-2	Z-3	Z-4	Z-5
	Z-6				

## 2. DESCRIPTION OF THE TOOLS, EQUIPMENT AND MATERIALS TO PERFORM THE OCCUPATION

Tools	Equipment	Consumables / Materials
<ul style="list-style-type: none"> <li>• Tool1</li> <li>• Tool2</li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• Tool n</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment1</li> <li>• Equipment 2</li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• Equipment n</li> </ul>	<ul style="list-style-type: none"> <li>• Material 1</li> <li>• Material 2</li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• </li> <li>• Materials n</li> </ul>

## 3. MAJOR SKILLS, KNOWLEDGE AND ATTITUDES

ESSENTIAL KNOWLEGDE	ESSENTIAL SKILLS	WORKER BEHAVOUR/ATTITUDES	FUTURE TRENDS AND CONCERNS
<ul style="list-style-type: none"> <li>• Knowledge 1</li> <li>• Knowledge 2</li> <li>• Knowledge 3</li> <li>• ..</li> <li>• ..</li> <li>• </li> <li>• ..</li> <li>• ..</li> </ul>	<ul style="list-style-type: none"> <li>• Skill 1</li> <li>• Skill 2</li> <li>• Skill 3</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• </li> <li>• ..</li> </ul>	<ul style="list-style-type: none"> <li>• Attitude 1</li> <li>• Attitude 2</li> <li>• Attitude 3</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> </ul>	<ul style="list-style-type: none"> <li>• Trends 1</li> <li>• Trends 2</li> <li>• Trends 3</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> </ul>

<ul style="list-style-type: none"> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• Knowledge n</li> </ul>	<ul style="list-style-type: none"> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• Skill n</li> </ul>	<ul style="list-style-type: none"> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• Attitude n</li> </ul>	<ul style="list-style-type: none"> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• ..</li> <li>• Trend n</li> </ul>
---	---	--	---

## PART II COMPETENCY STANDARDS

### 2.1. List of competences

#### 2.1.1. Specific competences

- Competence 1
- Competence 2
- 
- 
- Competence n

#### 2.1.2. General competences

- Competence 1
- Competence 2
- 
- 
- Competence n

#### 2.1.3. Complementary competences



- Competence 1
- Competence 2
- 
- 
- Competence n

## **2.2. Work Process**

- Step 1
- Step 2
- 
- 
- 
- Step n

## 2.3. Competence chart

Occupation title		Process					General and Complementary Competences										
SPECIFIC COMPETENCES		Step 1	Step 2	Step ...	Step ...	Step n	General competence 1	General competence 2	General competence 3	General competence ...	General competence n	Complementary competence 1	Complementary competence 2	Complementary competence 3	Complementary competence ...	Complementary competence ...	Complementary competence n
1	Competence	▲	▲	▲	▲	▲	●	●	●	●	●	●	●	●	○	○	○
2	Competence	▲	▲	▲	▲	▲	○	○	●	●	●	●	●	○	●	●	●
3	Competence																
3																	
5																	
n	Competence																

Between the process and particular specific competences

Between general, complementary and particular specific competences

▲: Functional link of application

●: Functional link of application

△: Functional link existence

○: Functional link existence

## 2.4. Elements of competence and performance criteria

### 1. Competence title

Elements of competency	Performance criteria
1.	1.1.
	1.2.
	1.3.
2.	2.1.
	2.2.
	2.3.
3.	3.1.
	3.2.
	3.3.

Essential knowledge	Essential skills	Essential attitude
<ul style="list-style-type: none"> <li>Knowledge 1</li> <li>Knowledge 2</li> </ul>	<ul style="list-style-type: none"> <li>Skill 1</li> <li>Skill 2</li> </ul>	<ul style="list-style-type: none"> <li>Attitude 1</li> <li>Attitude 2</li> </ul>
<ul style="list-style-type: none"> <li>Knowledge n</li> </ul>	<ul style="list-style-type: none"> <li>Skill n</li> </ul>	<ul style="list-style-type: none"> <li>Attitude n</li> </ul>

## 2. Competence title

Elements of competency	Performance criteria
4.	1.1.
	1.2.
	1.3.
5.	2.1.
	2.2.
	2.3.
6.	3.1.
	3.2
	3.3

Essential knowledge	Essential skills	Essential attitude
<ul style="list-style-type: none"> <li>Knowledge 1</li> <li>Knowledge 2</li> </ul>	<ul style="list-style-type: none"> <li>Skill 1</li> <li>Skill 2</li> </ul>	<ul style="list-style-type: none"> <li>Attitude 1</li> <li>Attitude 2</li> </ul>
<ul style="list-style-type: none"> <li>Knowledge n</li> </ul>	<ul style="list-style-type: none"> <li>Skill n</li> </ul>	<ul style="list-style-type: none"> <li>Attitude n</li> </ul>

### 3. Competence title

Elements of competency	Performance criteria
1.	1.1.
	1.2.
	1.3.
2.	2.1.
	2.2.
	2.3.
3.	3.1.
	3.2
	3.3

Essential knowledge	Essential skills	Essential attitude
<ul style="list-style-type: none"> <li>Knowledge 1</li> <li>Knowledge 2</li> </ul>	<ul style="list-style-type: none"> <li>Skill 1</li> <li>Skill 2</li> </ul>	<ul style="list-style-type: none"> <li>Attitude 1</li> <li>Attitude 2</li> </ul>
<ul style="list-style-type: none"> <li>Knowledge n</li> </ul>	<ul style="list-style-type: none"> <li>Skill n</li> </ul>	<ul style="list-style-type: none"> <li>Attitude n</li> </ul>

## Occupational Standard (OS) Validation Checklist

Criteria	Indicators	Element	Yes	No	Comment (if any)
<b>Preliminary pages are well presented</b>	<b>Title page is well presented</b>	Logo of the institution is mentioned			
		Occupation title is mentioned			
		Production institution is mentioned			
		Production period is indicated			
		Brief Occupation description is presented in line with the occupation.			
		Technical supporting entity is mentioned (If Applicable)			
	<b>Table of contents is well presented</b>	Elements are automated			
		Page numbers are indicated			
	<b>Cover pages are well presented</b>	Introduction of the OS is aligned with the occupation			
		Coordination and development team is mentioned			
		Facilitation team is mentioned			

Criteria	Indicators	Element	Yes	No	Comment (if any)
<b>Part 1: Occupational Analysis</b>		OS Panellists is mentioned			
		Experts' working field is related to the occupation being described			
		Minimum panellists' number is respected			
		Card writer is provided			
	Occupation is well described	Title of occupation is stated			
		Situation in the national and/or regional economy is available and clearly explained.			
		Types of enterprises in which the a graduate can work is indicated			
		Scope of practice is defined			
		Positions within the company/organization is described			
		Career / professional and personal development			
		Main Duties are described in line with the occupation			
	Occupational Profile is well described	Tasks are sequence in line with duty			
		Duties and tasks are formulated in accordance with the DACUM requirements.			

Criteria	Indicators	Element	Yes	No	Comment (if any)
		Formulation of duties and tasks: Action verbs +Object.			
		Sequencing is well done: tasks are written in a chronological order.			
		Number of tasks per duty range between 5-30 (minimum – maximum).			
		Essential skills, knowledge, attitudes are stated in line with DACUM.			
		Tools, equipment, materials, supplies and consumable are listed refer to the DACUM			
		Future trends and concerns are described			
<b>Part 2: Competency Standards</b>	List of competences is presented	Competences are formulated using action verb + object.			
		Competences are aligned with DACUM			
		Competences are grouped depending on their nature (Specific, General and Complementary)			
	Competences chart is provided	Work process within the occupation is mentioned.			
		Competences relationships are mentioned (functional link application and existence)			
	Elements of Competence are well	Elements are derived from competence major steps			



Criteria	Indicators	Element	Yes	No	Comment (if any)
	formulated	Sequencing is done (E.C are written in a chronological order).			
		Minimum number of 3 E.C is respected			
	Performance Criteria are well formulated	The format of Performance Criteria is respected (action verb + qualifier+ object + Standards)			
		All performance criteria statements are: Specific, Measurable, Achievable, Realistic and Time bound (SMART).			
	Knowledge, Skills, and right Attitudes are available for each competency standard				

### Validation team

SN	Names	Institution	Position	Signature
1				
2				
n				

# Curriculum General information template

Logo of MINEDUC

Logo of authoring  
institution

**CURRICULUM STRUCTURE**

**RQF LEVEL**

Image reflecting the  
trade




**TVET CERTIFICATE...**

**in**

**.....(trade name)**

**Curriculum code**

**City, Publication date (mm,yyy)**



Logo of authoring  
institution

---

**CURRICULUM CODE-TVET CERTIFICATE....**

**..... (Trade name)**

**RQF Level .....  
CURRICULUM**

---

Logo of technically and  
financially supporting  
institution(s)

## Author's Note Page

Authoring institution

Copies available from:

Authoring institution's Address

Publication Date: mm/yyyy

# Copyright

## Table of contents

## List of Abbreviations

[illegible]

# Acknowledgments

.....  
.....  
.....

## Production team

### Coordination

**Name,** Position, Institution

### Facilitation

**Name,** Position, Institution

### Editing

**Name,** Position, Institution

## Curriculum Development Team

No	Names	Organization	Position
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Sponsor (Only if available)

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# FOREWORD

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Name of Competent person

# 1. GENERAL INTRODUCTION

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## 2. QUALIFICATION DETAILS

### 2.1. Description

<b>Title:</b>	TVET Certificate .....
<b>Level:</b>	RQF Level.....
<b>Credits:</b>	.....
<b>Sector:</b>	.....
<b>Trade:</b>	.....
<b>Issue date:</b>	mm, yy

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

- 1.
- 2.
- 3.
- .
- .
- n.

## 2.2 Minimum entry requirements

.....



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.....

## 2.3 Information about pathways

 Pathways into the	Pathways from the 
Preferred pathways for candidates entering this qualification include:	Progression route of candidates achieving this qualification include:
▪ .....	▪ .....
▪ .....	▪ .....
▪ .....	▪ .....

## 2.4 Rationale of the Qualification

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## 2.5 Job related information

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### Possible jobs related to this qualification

- .....
- .....
- .....
- .....

## 2.6 Employability and life skills

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### Communication

- .....
- .....
- .....
- .....

### Teamwork

- .....

## Integration of the workplace

- .....
- .....
- .....

- .....
- .....
- .....

## Integration of the workplace

- .....
- .....
- .....

## Health, hygiene and safety

- .....
- .....
- .....
- .....

## Problem solving

- .....
- .....
- .....
- .....

## Computer skills

- .....
- .....
- .....
- .....

## Initiative and enterprise

- .....
- .....
- .....
- .....

## Self-management

- .....
- .....
- .....
- .....

## Learning

- .....
- .....
- .....
- .....

## Technology

- .....
- .....
- .....



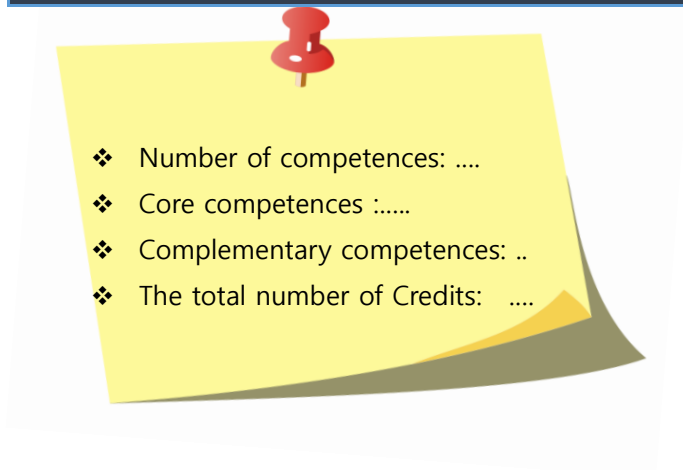
<ul style="list-style-type: none"> <li>.....</li> </ul>
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Languages other than Kinyarwanda
<ul style="list-style-type: none"> <li>.....</li> </ul>
<ul style="list-style-type: none"> <li>.....</li> </ul>
<ul style="list-style-type: none"> <li>.....</li> </ul>
<ul style="list-style-type: none"> <li>.....</li> </ul>

## 2.7 Information about competences

No	Code	Complementary competences	Credit
1			
2			
3			
4			
.			
.			
n			
Total			.....

	No	Code	Core competences	Credit
GENERAL	1.			
	2.			
	.			
	.			
	.			
	.			
SPECIFIC	.			
	.			
	.			
	.			
	.			
	n.			
Total				.....



## 2.8 Allocation of Learning Hours

NO	Module name	Learning outcome	Theoretical hours	Practical hours	Total hours
1					
Total hours module 1			....hours	...hours	....hours
2					
Total hours module 2			...hours	....hours	....hours
.					
n					
Total hours module n			...hours	....hours	....hours
Total hours for all modules			....hours	....hours	....hours

## 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 Competences 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 competencies 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 competences in the flowchart presented in the following pages:

Occupation title		PROCESS					GENERAL AND COMPLEMENTARY COMPETENCES			
SPECIFIC COMPETENCES		Duration (Hrs)	Step 1	Step 2						
#	Duration (Hrs)									
1	Competence									
2	Competence									
n										
YEAR 1   TOTAL CREDITS										
NOTIONAL LEARNING HOURS										

Table .....: Competencies chart

Between the process and particular competencies

▲: Functional link application

△: Functional link existence

Between general and particular competencies

●: Functional link application

○: Functional link existence

### 3.3 Flowchart

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Figure .....: Flowchart

## 4. ASSESSMENT GUIDELINES

### 4.1 Assessment Methodology

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### 4.2 Portfolio

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#### *Formative Assessment*

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### *Summative/Integrated Assessment*

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Republic of Rwanda  
Ministry of Education

## Module Content template



**RTB** | RWANDA  
TVET BOARD

Module  
Code

Module Title:.....

Competence Title:.....

### Competence

RQF Level: .....



Learning Hours: .....

Credits: .....

Sector: .....

Trade: .....

Module Type: Specific/General/Complementary

Curriculum: .....

Copyright: © Rwanda TVET Board, 2022

Issue Date: MM/YYY



Purpose statement	<div>.....</div> <div>.....</div>					
Delivery modality	Training delivery		100%	Assessment		Total 100%
	Theoretical content		30%	Formative assessment	30%	50%
	Practical work:		70%		70%	
	Group project and presentation	....%				
	Individual project /Work	....%				
				Summative Assessment		50%

## Elements of Competency and Performance Criteria

Elements of competency	Performance criteria

## Course content

Learning outcomes	At the end of the module the learner will be able to:  ... ... ...
Learning outcome 1: ...	Learning hours: ...
Indicative content	
Based on performance criteria and the extend at which learning outcome is. <i>(What, Up to, and How):</i>	
Resources required for the learning outcome	
Equipment	
Materials	
Tools	
Facilitation techniques	
Formative assessment methods /(CAT)	

Learning outcome 2: ...	Learning hours: ....
Indicative content	
Based on performance criteria and the extend at which learning outcome is. <i>(What, Up to, and How):</i>	
Resources required for the indicative content	
Equipment	
Materials	
Tools	
Facilitation techniques	
Formative assessment methods /(CAT)	

Learning outcome N:....		Learning hours: ....	
Indicative content			
Based on performance criteria and the extend at which learning outcome is. (What, Up to, and How):			
Resources required for the indicative content			
Equipment			
Materials			
Tools			
Facilitation techniques			
Formative assessment methods /(CAT)			

## Integrated/Summative assessment (For specific module)

Integrated situation					
Text for integrated situation:					
.....					
.....					
.....					
Resources					
Tools					
Equipment					
Materials/ Consumables					
Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
Learning outcome 1:  (30%)		Ind.1			
		Ind.2			
		Ind.3			
		Ind.1			
		Ind.2			
		Ind.3			
Learning outcome 2:  (40%)	2.1.	Ind.1			
		Ind.2			
		Ind.3			
	2.2.	Ind.1			
		Ind.2			
		Ind.3			
Learning outcome 3:  (30%)	3.1.	Ind.1			
		Ind.2			
		Ind.3			
	3.2.	Ind.1			
		Ind.2			
		Ind.3			
Total marks		100			
Percentage Weightage		100%			
Minimum Passing line % (Aggregate): 70%					

## References:

APA Format

## Glossary

Term 1: meaning/definition in this curriculum

Term 2: meaning/definition in this curriculum

Term 3: meaning/definition in this curriculum

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Term n: meaning/definition in this curriculum

## **Author's Note Page**

Authoring institution

Copies available from:

Authoring institution's Address

*Logo and address of developing institution*

## Curriculum Design Validation checklist

Criteria	Indicators	Element	Yes	No	Comment (if any)
<b>General information</b>					
<b>Introductory part</b>	<b>Cover page is well designed</b>	<ul style="list-style-type: none"> <li>Logos of MINEDUC and Developing institution are available</li> </ul>			
		<ul style="list-style-type: none"> <li>The qualification title is available, and reflects the programme content.</li> </ul>			
		<ul style="list-style-type: none"> <li>The qualification (RQF) level is indicated (E.g: RQF L7).</li> </ul>			
		<ul style="list-style-type: none"> <li>The qualification title is mentioned and matching with the qualification level.</li> </ul>			
		<ul style="list-style-type: none"> <li>The qualification Code is written in accordance with the RQF coding procedures</li> </ul>			
		<ul style="list-style-type: none"> <li>The qualification release date is indicated (venue, month and year)</li> </ul>			
		<ul style="list-style-type: none"> <li>The image reflecting the qualification is available</li> </ul>			
	<b>Copyright is well described</b>	<ul style="list-style-type: none"> <li>The copyright page is available and describes the ownership of the institution.</li> </ul>			
	<b>Table of content is well done</b>	<ul style="list-style-type: none"> <li>The table of content is well structured and formatted</li> </ul>			
		<ul style="list-style-type: none"> <li>The table is automatically generated and updated</li> </ul>			

		<ul style="list-style-type: none"> <li>All four sections are available (general introduction, qualification details, training package and assessment guidelines)</li> </ul>			
		<ul style="list-style-type: none"> <li>All headings and subheadings are available and well formatted (Numbering, Consistent Fonts and Styles)</li> </ul>			
	<b>List of abbreviations and acronyms</b>	<ul style="list-style-type: none"> <li>List of abbreviations and acronyms is available</li> </ul>			
		<ul style="list-style-type: none"> <li>List is sorted alphabetically in ascending order</li> </ul>			
	<b>Acknowledgement is well presented</b>	<ul style="list-style-type: none"> <li>Acknowledgement is available</li> </ul>			
		<ul style="list-style-type: none"> <li>Acknowledgement is exhaustive vis-à-vis all parties involved in the development of the curriculum.</li> </ul>			
	<b>Production team</b>	<ul style="list-style-type: none"> <li>The list of production team is available</li> </ul>			
		<ul style="list-style-type: none"> <li>The production team section is well structured according to their respective roles such as coordinators, facilitators, editors and developers</li> </ul>			
	<b>Foreword is well mentioned</b>	<ul style="list-style-type: none"> <li>The foreword is available</li> </ul>			
		<ul style="list-style-type: none"> <li>The foreword is comprehensive, and reflect the target occupation</li> </ul>			
	<b>General introduction is well described</b>	<ul style="list-style-type: none"> <li>The general introduction is available</li> </ul>			
		<ul style="list-style-type: none"> <li>The general introduction is comprehensive, captures the overall purpose, the target occupation and competencies, and describes the overall components of the entire document</li> </ul>			
	<b>The qualification details section is</b>	<ul style="list-style-type: none"> <li>Description (title, level, credits, sector, subsector, issue date, specific objectives, review date) is available</li> </ul>			



Qualifications details	available and well structured	<ul style="list-style-type: none"><li>Graduate’s profile is presented</li></ul>			
		<ul style="list-style-type: none"><li>Minimum entry requirements provide clear information.</li></ul>			
		<ul style="list-style-type: none"><li>Information about pathways is comprehensive</li></ul>			
		<ul style="list-style-type: none"><li>Rationale of the qualification is written in line with the occupation analysis/ market survey report.</li></ul>			
		<ul style="list-style-type: none"><li>Jobs related information is available and aligns with the program.</li></ul>			
Training package section	Overview on training package is well presented	<ul style="list-style-type: none"><li>The information about competencies is available and well structured (Code, and type of competencies)</li></ul>			
		<ul style="list-style-type: none"><li>The introductory part describing the course structure is presented</li></ul>			
		<ul style="list-style-type: none"><li>Competency chart is available and well written.</li></ul>			
		<ul style="list-style-type: none"><li>The competence chart is well arranged.</li></ul>			
		<ul style="list-style-type: none"><li>The flowchart is available and consistently arranged based on acquisition order. (Modules or competency title consistently and credit value)</li></ul>			
		<ul style="list-style-type: none"><li>Assessment methodology is available and defined.</li></ul>			
		<ul style="list-style-type: none"><li>Information about Portfolio building is well defined</li></ul>			
Assessment Guidelines section and language	Assessment guideline is well described	<ul style="list-style-type: none"><li>Information about Formative and Summative assessments is described.</li></ul>			
		<ul style="list-style-type: none"><li>Words are spelled correctly</li></ul>			
Grammatical error are properly minimized		<ul style="list-style-type: none"><li>Sentences are grammatically structured</li></ul>			

MODULE 1					
Introductory part Cover page/ Front page	Front pages are well presented	• Logos of MINEDUC and Developing institution are available			
		• Module Title is written as a noun sentence			
		• Competence title is written starting by action verb+ object.			
		• Module code is mentioned as per module coding procedure.			
		• Learning hours and credits are calculated and mentioned.			
		• RQF level is indicated and reflects the content.			
		• Sector and trade of the program are indicated			
		• The purpose statement is described in line with trade or program and RQF level.			
	Module delivery modalities are well indicated	• Training delivery modalities are indicated			
		• Assessment modalities are indicated			
Competence standard	Elements of Competency and Performance criteria are well written	• Elements of competency are indicated			
		• The format of performance Criteria is respected			
		• Competence standard is the same as mentioned in OS			
Module content	Learning Outcomes and content are well described	• Allocation of hours and credits are appropriate to the breadth and depth of the outcomes			
		• Objectives of modules are available and written in accordance with corresponding element of competency			
		• Indicative contents are available in line with corresponding performance criteria			

		<ul style="list-style-type: none"> <li>• The standards extracted from the performance criteria are clearly indicated</li> </ul>			
		<ul style="list-style-type: none"> <li>• The content is coherently organised</li> </ul>			
		<ul style="list-style-type: none"> <li>• The indicative contents are in line with the learning outcome</li> </ul>			
		<ul style="list-style-type: none"> <li>• The indicative contents reflect the current situation</li> </ul>			
		<ul style="list-style-type: none"> <li>• Learning resources are indicated and in line with learning outcome</li> </ul>			
		<ul style="list-style-type: none"> <li>• Facilitation techniques are well written and relevant to the indicative content/learning outcomes to be delivered</li> </ul>			
		<ul style="list-style-type: none"> <li>• Formative assessment methods are indicated</li> </ul>			
	<b>Integrated /summative Assessment package is well developed</b>	<ul style="list-style-type: none"> <li>• Summative assessment guidelines/specifications formulated and available across all specific modules</li> </ul>			
		<ul style="list-style-type: none"> <li>• Integrated situation is /prepared as per accepted characteristics such as context, instructions, information, constraints and tasks.</li> </ul>			
		<ul style="list-style-type: none"> <li>• Required resources are listed</li> </ul>			
		<ul style="list-style-type: none"> <li>• Assessable outcomes are indicated</li> </ul>			
		<ul style="list-style-type: none"> <li>• Assessment criteria are indicated, at least three per assessable outcome</li> </ul>			
		<ul style="list-style-type: none"> <li>• Indicators are indicated</li> </ul>			
		<ul style="list-style-type: none"> <li>• Scoring and passing line are provided</li> </ul>			
<b>Reference</b>	<b>References are well written</b>	<ul style="list-style-type: none"> <li>• The reference list is available</li> </ul>			
		<ul style="list-style-type: none"> <li>• Referencing style is respected and consistent</li> </ul>			

MODULE 2					
Introductory part Cover page/ Front page	Front pages are well presented	• Logos of MINEDUC and Developing institution are available			
		• Module Title is written as a noun sentence			
		• Competence title is written starting by action verb+ object.			
		• Module code is mentioned as per module coding procedure.			
		• Learning hours and credits are calculated and mentioned.			
		• RQF level is indicated and reflects the content.			
		• Sector and trade of the program are indicated			
		• The purpose statement is described in line with trade or program and RQF level.			
	Module delivery modalities are well indicated	• Training delivery modalities are indicated			
		• Assessment modalities are indicated			
Competence standard	Elements of Competency and Performance criteria are well written	• Elements of competency are indicated			
		• The format of performance Criteria is respected			
		• Competence standard is the same as mentioned in OS			
Module content	Learning Outcomes and content are well described	• Allocation of hours and credits are appropriate to the breadth and depth of the outcomes			
		• Objectives of modules are available and written in accordance with corresponding element of competency			
		• Indicative contents are available in line with corresponding performance criteria			

		<ul style="list-style-type: none"> <li>• The standards extracted from the performance criteria are clearly indicated</li> </ul>			
		<ul style="list-style-type: none"> <li>• The content is coherently organised</li> </ul>			
		<ul style="list-style-type: none"> <li>• The indicative contents are in line with the learning outcome</li> </ul>			
		<ul style="list-style-type: none"> <li>• The indicative contents reflect the current situation</li> </ul>			
		<ul style="list-style-type: none"> <li>• Learning resources are indicated and in line with learning outcome</li> </ul>			
		<ul style="list-style-type: none"> <li>• Facilitation techniques are well written and relevant to the indicative content/learning outcomes to be delivered</li> </ul>			
		<ul style="list-style-type: none"> <li>• Formative assessment methods are indicated</li> </ul>			
	<b>Integrated /summative Assessment package is well developed</b>	<ul style="list-style-type: none"> <li>• Summative assessment guidelines/specifications formulated and available across all specific modules</li> </ul>			
		<ul style="list-style-type: none"> <li>• Integrated situation is /prepared as per accepted characteristics such as context, instructions, information, constraints and tasks.</li> </ul>			
		<ul style="list-style-type: none"> <li>• Required resources are listed</li> </ul>			
		<ul style="list-style-type: none"> <li>• Assessable outcomes are indicated</li> </ul>			
		<ul style="list-style-type: none"> <li>• Assessment criteria are indicated, at least three per assessable outcome</li> </ul>			
		<ul style="list-style-type: none"> <li>• Indicators are indicated</li> </ul>			
		<ul style="list-style-type: none"> <li>• Scoring and passing line are provided</li> </ul>			
<b>Reference</b>	<b>References are well written</b>	<ul style="list-style-type: none"> <li>• The reference list is available</li> </ul>			
		<ul style="list-style-type: none"> <li>• Referencing style is respected and consistent</li> </ul>			

MODULE N					
Introductory part Cover page/ Front page	Front pages are well presented	• Logos of MINEDUC and Developing institution are available			
		• Module Title is written as a noun sentence			
		• Competence title is written starting by action verb+ object.			
		• Module code is mentioned as per module coding procedure.			
		• Learning hours and credits are calculated and mentioned.			
		• RQF level is indicated and reflects the content.			
		• Sector and trade of the program are indicated			
		• The purpose statement is described in line with trade or program and RQF level.			
	Module delivery modalities are well indicated	• Training delivery modalities are indicated			
		• Assessment modalities are indicated			
Competence standard	Elements of Competency and Performance criteria are well written	• Elements of competency are indicated			
		• The format of performance Criteria is respected			
		• Competence standard is the same as mentioned in OS			
Module content	Learning Outcomes and content are well described	• Allocation of hours and credits are appropriate to the breadth and depth of the outcomes			
		• Objectives of modules are available and written in accordance with corresponding element of competency			
		• Indicative contents are available in line with corresponding performance criteria			

		<ul style="list-style-type: none"> <li>The standards extracted from the performance criteria are clearly indicated</li> </ul>			
		<ul style="list-style-type: none"> <li>The content is coherently organised</li> </ul>			
		<ul style="list-style-type: none"> <li>The indicative contents are in line with the learning outcome</li> </ul>			
		<ul style="list-style-type: none"> <li>The indicative contents reflect the current situation</li> </ul>			
		<ul style="list-style-type: none"> <li>Learning resources are indicated and in line with learning outcome</li> </ul>			
		<ul style="list-style-type: none"> <li>Facilitation techniques are well written and relevant to the indicative content/learning outcomes to be delivered</li> </ul>			
		<ul style="list-style-type: none"> <li>Formative assessment methods are indicated</li> </ul>			
	<b>Integrated /summative Assessment package is well developed</b>	<ul style="list-style-type: none"> <li>Summative assessment guidelines/specifications formulated and available across all specific modules</li> </ul>			
		<ul style="list-style-type: none"> <li>Integrated situation is /prepared as per accepted characteristics such as context, instructions, information, constraints and tasks.</li> </ul>			
		<ul style="list-style-type: none"> <li>Required resources are listed</li> </ul>			
		<ul style="list-style-type: none"> <li>Assessable outcomes are indicated</li> </ul>			
		<ul style="list-style-type: none"> <li>Assessment criteria are indicated, at least three per assessable outcome</li> </ul>			
		<ul style="list-style-type: none"> <li>Indicators are indicated</li> </ul>			
		<ul style="list-style-type: none"> <li>Scoring and passing line are provided</li> </ul>			
<b>Reference</b>	<b>References are well written</b>	<ul style="list-style-type: none"> <li>The reference list is available</li> </ul>			
		<ul style="list-style-type: none"> <li>Referencing style is respected and consistent</li> </ul>			

(Each module has a separate error checking sheet.)

**Verified by Curriculum validation team**

<b>SN</b>	<b>Names</b>	<b>Institution</b>	<b>Position</b>	<b>Signature</b>
1				
2				
n				



*Logo and address of developing institution*

## TOG development template

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**OCCUPATION TITTLE:** .....

### Training Organisation Guide (TOG)

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## Table of contents

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## **Part 1: Pedagogical organisation**

### **1. Presentation of the training programme**

#### **1.1. The qualification**

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#### **1.2. Minimum Entry requirements**

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## 2. The training programme

### 2.1 Information about competencies

SN	Competence Code	Competence Name	Credit
Complementary competences			
1.			
2.			
n			
General Competences			
1.			
2.			
n			
Specific Competences			
1.			
2.			
n			
Total			

## 3. Human resources

### 3.1. Trainers' qualifications and competences

No.	Module (s)	Qualification	Field or training experience	Technical teaching experience	Languages skill	ICT skills.
1.						
2.						
3.						
n						

## Standard Tools and Equipment Lists (STELs)

Category 1: Tools and instruments							
SN	Name and description	Specification	Quantity	Unit Price	Type of room	Module Code	Learning hour (s)
1.							
2.							
n							
Category 2: Security/ Safety materials							
SN	Name and description	Specification	Quantity	Unit Price	Type of room	Module Code	Learning hour (s)
1.							
2.							
n							

Category 3: Consumables and Raw Materials							
SN	Name and description	Specification	Quantity	Unit Price	Type of room	Module Code	Learning hour (s)
1.							
2.							
n							
Category 4: Audio-visual material and Hardware							
SN	Name and description	Specification	Quantity	Unit Price	Type of room	Module Code	Learning hour (s)
1.							
2.							
n							
Category 5: Didactic materials							
SN	Name and description	Specification	Quantity	Unit Price	Type of	Module Code	Learning

					room		hour (s)
1.							
2.							
n							
Category 6: Machines, Equipment and Accessories							
SN	Type and description	Specification	Quantity	Unit Price	Type of Room	Module Code	Learning hour (s)
1.							
2.							
n							
Category 7: Furniture and Office Equipment							
SN	Type and description	Specification	Quantity	Unit Price	Type of Room	Module Code	Learning hour (s)




### Technical Workshop Specifications (TWSs)

Training Facilities (Infrastructure)						
SN	Type of room (s)	Number of room	Length in meters	Width in meters	Surface	Occupation /Hour (s)
1.						
2.						
n						

#### Appendices

1. Floor plans of all infrastructure
2. Mass Plan
3. Perspective

## TOG Validation checklist

TOG Checklist	Score	
	Yes	No
<b>Indicator 1: Occupation is well presented</b>		
✓ The qualification is described		
✓ Minimum entry requirement is indicated		
✓ Specific competencies are mentioned		
✓ General competencies are mentioned		
✓ Complementary competencies are mentioned		
<b>Indicator 2: Trainer's qualification and competences are well defined</b>		
✓ Qualification are indicated		
✓ Trainer's experiences are highlighted		
✓ Trainer's languages and ICT skills are defined		
<b>Indicator 2: Tools and instruments are properly described</b>		
✓ Name and description are indicated		
✓ Specifications are defined		
✓ Quantities are estimated		
✓ Unit price for each item is mentioned		
<b>Indicator 3: Security materials are properly described</b>		
✓ Name and description are indicated		
✓ Specifications are defined		
✓ Quantities are estimated		
✓ Unit price for each item is mentioned		
<b>Indicator 4: Consumables and raw materials are properly described</b>		
✓ Name and description are indicated		
✓ Specifications are defined		
✓ Quantities are estimated		
✓ Unit price for each item is mentioned		
<b>Indicator 5: Audio-visual material and hardware are properly described</b>		
✓ Name and description are indicated		

✓ Specifications are defined		
✓ Quantities are estimated		
✓ Unit price for each item is mentioned		
<b>Indicator 6: Didactic materials are properly described</b>		
✓ Name and description are indicated		
✓ Specifications are defined		
✓ Quantities are estimated		
✓ Unit price for each item is mentioned		
<b>Indicator 7: Machines, Equipment and Accessories are well indicated</b>		
✓ Name and description are indicated		
✓ Specifications are defined		
✓ Quantities are estimated		
✓ Unit price for each item is mentioned		
<b>Indicator 8: Furniture and Office Equipment are well described</b>		
✓ Type and description are indicated		
✓ Specifications are defined		
✓ Quantities are estimated		
✓ Unit price for each item is mentioned		
<b>Indicator 9: Training Facilities (Infrastructure) are well described</b>		
✓ Type of room is defined		
✓ Room dimension are indicated		
✓ Room surface is calculated		
<b>Observations</b>		

**Done by:**

SN	Names	Institution	Position	Signature
1.				
2.				
3.				
n				

# Curriculum General information template

*Logo and address of developing institution*

## Trainer Manual template (RTB)

# (Trainer Manual-RTB) COVER PAGE

# Curriculum General information template

**Author's Note Page (Copyright)**

## Acknowledgements

The publisher would like to thank the following for their assistance in the elaboration of this textbook:

## **Table of content**

## Acronyms



## **Introduction**

## **Curriculum General information template**

**Module Code and Title :.....**

**Learning Outcome 1:**

**Learning Outcome 2:**

**Learning Outcome 3:**

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**Learning Outcome n:**

## Learning Outcome 1: .....

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### Illustration reflecting the Learning outcome 1

#### Indicative contents

1.1

1.2

1.3

1.n

### Key Competencies for Learning outcome 1:

SN	Knowledge	Skills	Attitudes
1			

2			
3			
n.			



**Duration: .....hrs**



**Learning outcome 1 objectives:**

By the end of the learning outcome, the trainees will be able to:

1. ....

2. ....

3. ....

.

n. ....



**Resources**

<b>Equipment</b>	<b>Tools</b>	<b>Materials</b>



### Advance preparation:

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Indicative content 1.1: .....



Duration: .....hr



**Theoretical Activity 1.1.1:** .....



Notes to the trainer:

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Key steps:

**Step 1:**

**Step 2:**

**Step 3:**

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**Step n:**



Points to Remember

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**Practical Activity 1.1.2:** .....



Notes to the trainer:

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Key steps:

**Step 1:**

**Step 2:**

**Step 3:**

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Step n:



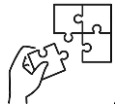
Points to Remember

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**Application of learning 1.1**

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Indicative content 1.2: .....



Duration: .....hr



**Theoretical Activity 1.2.1:** .....



Notes to the trainer:

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Key steps:

**Step 1:**

**Step 2:**

**Step 3:**

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**Step n.**



Points to Remember

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**Practical Activity 1.2.2:** .....



Notes to the trainer:

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Key steps:

**Step 1:**

**Step 2:**

**Step 3:**

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**Step n:**



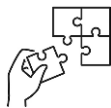
Points to Remember

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**Application of learning 1.2**

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Indicative content 1.n: .....



Duration: .....hr



**Theoretical Activity 1.n.1:** .....



Notes to the trainer:

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Key steps:

**Step 1:**

**Step 2:**

**Step 3:**

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**Step n.**



Points to Remember

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### **Practical Activity 1.n.2: .....**



Notes to the trainer:

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Key steps:

**Step 1:**

**Step 2:**

**Step 3:**

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**Step n:**



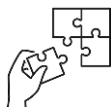
Points to Remember

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## Application of learning 1.n

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## Learning outcome 1 end assessment

### Written assessment

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### Practical assessment

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## Further information to the trainer

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**Learning Outcome 2: .....**

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**Illustration reflecting the Learning outcome 2**

**Indicative contents**

**2.1**




**2.2**


**2.3**

**2.n**

## Key Competencies for Learning outcome 2:

SN	Knowledge	Skills	Attitudes
1			
2			
3			
n.			

 <b>Duration: .....hrs</b>		
 <b>Learning outcome 2 objectives:</b> By the end of the learning outcome, the trainees will be able to: <ol style="list-style-type: none"> <li>1. ....</li> <li>2. ....</li> <li>3. ....</li> <li>.</li> <li>n. ....</li> </ol>		
 <b>Resources</b>		
<b>Equipment</b>	<b>Tools</b>	<b>Materials</b>

 <b>Advance preparation:</b> <ul style="list-style-type: none"> <li>.</li> <li>.</li> <li>.</li> </ul>		



Indicative content 2.1: .....



Duration: .....hr



**Theoretical Activity 2.1.1:** .....



Notes to the trainer:

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Key steps:

**Step 1:**

**Step 2:**

**Step 3:**

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**Step n:**



Points to Remember

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**Practical Activity 2.1.2:** .....



Notes to the trainer:

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Key steps:

**Step 1:**

**Step 2:**



**Step 3:**

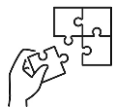
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**Step n:**



Points to Remember

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**Application of learning 2.1**

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Indicative content 2.2: .....



Duration: .....hr



## **Theoretical Activity 2.2.1: .....**



Notes to the trainer:

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Key steps:

**Step 1:**

**Step 2:**

**Step 3:**

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**Step n.**



Points to Remember

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## Practical Activity 2.2.2: .....



Notes to the trainer:

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Key steps:

**Step 1:**

**Step 2:**

**Step 3:**

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**Step n:**



Points to Remember

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## Application of learning 2.2

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Indicative content 2.n: .....



Duration: .....hr



**Theoretical Activity 2.n.1:** .....



Notes to the trainer:

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Key steps:

**Step 1:**

**Step 2:**

**Step 3:**

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**Step n.**



Points to Remember

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**Practical Activity 2.n.2:** .....



Notes to the trainer:

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Key steps:

**Step 1:**

**Step 2:**

**Step 3:**

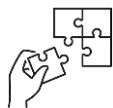
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**Step n:**



Points to Remember

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**Application of learning 2.n**

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Learning outcome 2 end assessment

**Written assessment**

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**Practical assessment**

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### Further information to the trainer

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## Trainer Manual Validation Checklist (RTB)

Criteria	Indicator	Element	Yes	No	Comment
<b>Presentation of introductory content</b>	<b>Cover page is well presented</b>	Trade and level of RQF are indicated			
		Illustration reflecting on the competence is inserted			
		Issue date is mentioned			
		Module code and title are mentioned			
		Competence code and name are mentioned			
	<b>Preliminary pages are inserted</b>	Author's Note Page is mentioned			
		Acknowledgements is mentioned			
		Table of content is mentioned			
		Acronyms And Abbreviations are mentioned			
		Introduction is well presented			
		List of learning outcomes is presented			
	<b>Learning outcome is well introduced</b>	Learning outcome is mentioned			
		Illustration reflecting the Learning outcome is mentioned			
		List of indicative contents is presented			
		Key competencies are mentioned			
		Time is mentioned			
		Learning outcome objectives are mentioned			
		Resources are mentioned			
		Advance preparations are indicated			



Criteria	Indicator	Element	Yes	No	Comment
<b>Main contents are well presented</b>	<b>indicative contents are well analysed</b>	Activities are mapped (indicative content is broken into different types of activities)			
		Mapped activities are relevant to the content			
	<b>Theoretical activities are detailed</b>	Notes for trainer are mentioned			
		Tasks are mentioned			
		Tasks are sequentially ordered to achieve the objectives			
		Key readings are provided			
	<b>Practical activities are detailed</b>	Notes for trainer are mentioned			
		Tasks are mentioned			
		Tasks are sequentially ordered to from easy to complex			
	<b>Points to remember are provided</b>	Key points summarizes the whole indicative content			
		Key points prepare the trainee for application of learning activity			
	<b>Activity for Application of learning is provided</b>	The task is practical			
		The task is applicable in real life			
		Task stimulates critical thinking			
<b>Learning outcome Assessment is provided</b>	<b>Written theoretical assessment is mentioned</b>	Questions are well set			
		Questions cover all indicative contents			
		Questions stimulates critical thinking			
	<b>Practical</b>	Task is feasible			

Criteria	Indicator	Element	Yes	No	Comment
	<b>assessment is mentioned</b>	Task cover the whole learning outcome			
		Task is applicable in real life			
		Task stimulates critical thinking			
		Checklist is provided			
<b>Further information to the trainer</b>	<b>References books and journals are provided</b>	At least 3 books are mentioned			
		Useful web links are mentioned			
		APA referencing style is respected			

Verified by:

Trainer manual validation panel

SN	Names	Institution	Position	Signature
1				
2				
n				

*Logo and address of developing institution*

**Trainer Manual Template (RP)**

# **(Trainer Manual-RP) COVER PAGE**

## **Author's Note Page (Copyright)**

## Acknowledgements

The publisher would like to thank the following for their assistance in the elaboration of this textbook:

## Table of content

## Acronyms

## Introduction



**Module Code and Title :.....**

**Learning Outcome 1:**

**Learning Outcome 2:**

**Learning Outcome 3:**

- 
- 
- 
- 
- 

**Learning Outcome n:**


## Learning Outcome 1: .....

-----  
-----

Indicative contents	
1.1	
1.2	
1.3	
1.n	

### Key Competencies for Learning outcome 1:

SN	Knowledge	Skills	Attitudes
1			
2			
3			
n.			

 Duration: .....hrs
--



### Learning outcome 1 objectives:

By the end of the learning outcome, the trainees will be able to:

1. ....

2. ....

3. ....

.

.

.


.

n. ....



### Resources

Equipment	Tools	Materials

 <b>Advance preparation:</b> <ul style="list-style-type: none"> <li>.</li> <li>.</li> <li>.</li> </ul>		



Indicative content 1.1: .....

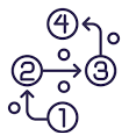


Duration: .....hr



**Delivery of Theoretical Knowledge 1.1.1:**

.....



Methodologies:

**M 1:**

**M 2:**

**M 3:**

- 
- 

**M n:**



Points to Remember

- 
- 
- 
- 



Key readings:

- 
- 
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- 



**Delivery of Practical Skill 1.1.2: .....**



Procedures /Protocols:

**Step 1:**

**Step 2:**

**Step 3:**

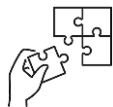
- 
- 
- 

**Step n:**



Points to Remember

- 
- 
- 
- 



**Application of learning 1.1**

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Indicative content 1.2: .....

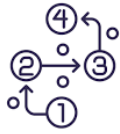


Duration: .....hr



## Delivery of Theoretical Knowledge 1.2.1:

---



Methodologies:

**M 1:**

**M 2:**

**M 3:**

.

.

**M n.**



Points to Remember

.

.

.

.

.



Key readings:

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.

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## Delivery of Practical Activity 1.2.2:



Procedures/ Protocol:

**Step 1:**

**Step 2:**

**Step 3:**

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.

.

**Step n:**



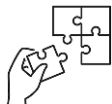
Points to Remember

.

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## Application of learning 1.2

.....

.....

.....

.....





Indicative content 1.n: .....



Duration: .....hr



### **Delivery of Theoretical Knowledge 1.n.1:**



Methodologies:

**M 1:**

**M 2:**

**M 3:**

.

.

**M n.**



Points to Remember

.

.

.

.

.



**Key readings:**

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- 
- 
- 



## Delivery of Practical Activity 1.n.2:



Procedures /Protocols:

**Step 1:**

**Step 2:**

**Step 3:**

- 
- 
- 

**Step n:**



Points to Remember

- 
- 
- 
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## Application of learning 1.n

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## Learning outcome 1 end assessment (CAT)

### Written assessment

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### Practical assessment

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## Further information to the trainer

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## Learning Outcome 2: .....

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-----

Indicative contents	
2.1	
2.2	
2.3	
.	
.	
2.n	

### Key Competencies for Learning outcome 2:

SN	Knowledge	Skills	Attitudes
1			
2			
3			
n.			

 Duration: .....hrs
--



## Learning outcome 2 objectives:


By the end of the learning outcome, the trainees will be able to:

1. ....
2. ....
3. ....
- .
- n. ....



## Resources

Equipment	Tools	Materials

 <b>Advance preparation:</b> <ul style="list-style-type: none"> <li>.</li> <li>.</li> <li>.</li> </ul>		



Indicative content 2.1: .....



Duration: .....hr



### **Delivery of Theoretical Knowledge 1.1.1:**



Methodologies:

**M 1:**

**M 2:**

**M 3:**

.

.

**M n:**



### Points to Remember

- 
- 
- 
- 



### Key readings:

- 
- 
- 
- 



### Delivery of Practical Skill 2.1.2: .....



### Procedures /Protocols:

**Step 1:**

**Step 2:**

**Step 3:**

- 
-

.

Step n:



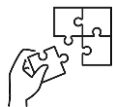
Points to Remember

.

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**Application of learning 2.1**

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.....



Indicative content 2.2: .....



Duration: .....hr



**Delivery of Theoretical Knowledge 2.2.1:**

.....



Methodologies:

**M 1:**



**M 2:**

**M 3:**

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•

**M n.**



Points to Remember

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•

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•

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Key readings:

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**Delivery of Practical Activity 2.2.2:**



Procedures/ Protocol:

**Step 1:**

**Step 2:**

**Step 3:**

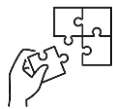
- 
- 
- 

**Step n:**



Points to Remember

- 
- 
- 
- 



**Application of learning 2.2**

.....

.....

.....

.....



Indicative content 2.n: .....

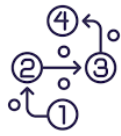


Duration: .....hr



## Delivery of Theoretical Knowledge 2.n.1:

---



Methodologies:

**M 1:**

**M 2:**

**M 3:**

.

.

**M n.**



Points to Remember

.

.

.

.

.



Key readings:

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.

.

.



## Delivery of Practical Activity 2.n.2:



Procedures /Protocols:

**Step 1:**

**Step 2:**

**Step 3:**

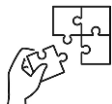
- 
- 
- 

**Step n:**



Points to Remember

- 
- 
- 
- 



## Application of learning 2.n

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Learning outcome 2 end assessment (CAT)

## Written assessment

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## Practical assessment

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Further information to the trainer

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## Trainer Manual checklist (RP)

Criteria	Indicator	Element	Yes	No	Comment
<b>Presentation of introductory content</b>	<b>Cover page is well presented</b>	Trade and level of RQF are indicated			
		Illustration reflecting on the competence is inserted			
		Issue date is mentioned			
		Module code and title are mentioned			
		Competence code and name are mentioned			
	<b>Preliminary pages are inserted</b>	Author's Note Page			
		Acknowledgements			
		Table of content			
		Acronyms And Abbreviations			
		Introduction is provided			
	<b>Module is well indicated</b>	Module code and title are mentioned			
		Learning outcomes are mentioned			
<b>Presentation of main contents for learning outcome</b>	<b>Learning outcome is well introduced</b>	Indicative contents are mentioned and related to performance criteria			
		Key competencies are mentioned and aligned with learning outcome			
		Duration of learning outcome is indicated			
		Learning outcome objectives are mentioned			
		Resources needed are listed			
		Advance preparations are indicated			
<b>Details of indicative</b>	<b>Activities for indicative</b>	Duration is indicated			
		Delivery of theoretical knowledge is suggested			

<b>content</b>	<b>content delivery are well guided</b>	Methodologies are mentioned			
		Points to remember are indicated			
		Key leadings are indicated			
		Procedure/protocol for practical activities are indicated			
		Point to remember are indicated			
		Application of learning activities is mentioned			
<b>Assessment of learning outcome</b>	<b>Assessment of learning outcome is well described</b>	Written assessment (CAT) guide is indicated			
		Marking guide is provided			
		Practical assessment guide is indicated			
		Observation checklist is indicated			
<b>Indication of additional information</b>	<b>Further information are well mentioned</b>	Reference books are indicated			
		Electronic references are indicated			
		APA referencing style is respected			

Verified by:

Trainer manual validation panel

SN	Names	Institution	Position	Signature
1				
2				
n				

## **Trainee Manual template**

# **(Trainee Manual) COVER PAGE**



## **Author's Note Page (Copyright)**

## Acknowledgements

The publisher would like to thank the following for their assistance in the elaboration of this textbook:

## Table of content

## Acronyms

## Introduction

**Module Code and Title :.....**

**Learning Outcome 1:**

**Learning Outcome 2:**

**Learning Outcome 3:**

- 
- 
- 
- 
- 

**Learning Outcome n:**

## Learning Outcome 1: .....

-----  
-----

### Illustration reflecting the Learning outcome 1

#### Indicative contents

1.1

1.2

1.3

1.n

#### Key Competencies for Learning outcome 1:

SN	Knowledge	Skills	Attitudes
1			

2			
3			
n.			



**Duration:** .....hrs



**Learning outcome 1 objectives:**

By the end of the learning outcome, the trainees will be able to:

1. ....
2. ....
3. ....
- .
- n. ....



**Resources**

<b>Equipment</b>	<b>Tools</b>	<b>Materials</b>





Indicative content 1.1: .....



**Theoretical Activity 1.1.1:** .....



**Tasks:** *(These tasks are related and responding to steps in trainer manual)*

1:

2:

3:

.

.

n:



**Key readings:**

.....

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### Practical Activity 1.1.2: .....



**Tasks:** *(These tasks are related and responding to steps in trainer manual)*

**1:**

2:

**3:**

•

•

**n:**



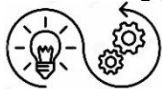
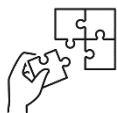
**Key readings:**

This image shows a full page of white paper with horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.



Points to Remember

- .
- .
- .
- .



Application of learning 1.1

Task:



Indicative content 1.2: .....



Duration:.....hr



Theoretical Activity 1.2.1: .....



Tasks: *(These tasks are related and responding to steps in trainer manual)*

1:

2:

3:

.

.

n:



**Key readings:**

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**Practical Activity 1.2.2:** .....



**Tasks:** *(These tasks are related and responding to steps in trainer manual)*

1:

2:

3:

.

.

n:



### Key readings:

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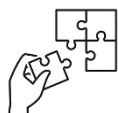
.....



### Points to Remember

.

- .
- .
- .



## Application of learning 1.2



**Task:**

.....

.....

.....

.....



Indicative content 1.n: .....



Duration:.....hr



**Theoretical Activity 1.n.1:** .....



**Tasks:** *(These tasks are related and responding to steps in trainer manual)*

**1:**

**2:**

**3:**

.

.

**n:**



### Key readings:

.....

.....

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### Practical Activity 1.n.2: .....



**Tasks:** *(These tasks are related and responding to steps in trainer manual)*

1:

2:

3:

.

.

n:



### Key readings:

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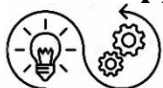


### Points to Remember

- .
- .
- .
- .



### Application of learning 1.n



**Task:**



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Learning outcome 1 end assessment

### Written assessment

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.....

### Practical assessment

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.....

## Learning Outcome 2: .....

-----  
-----

### Illustration reflecting the Learning outcome 2

#### Indicative contents

2.1

2.2

2.3

2.n

#### Key Competencies for Learning outcome 2:

SN	Knowledge	Skills	Attitudes
1			

2			
3			
n.			



**Duration:** .....hrs



**Learning outcome 2 objectives:**

By the end of the learning outcome, the trainees will be able to:

1. ....
2. ....
3. ....
- .
- n. ....



**Resources**

<b>Equipment</b>	<b>Tools</b>	<b>Materials</b>



### Advance preparation:

- .
- .
- .



Indicative content 2.1: .....



### Theoretical Activity 2.1.1: .....



**Tasks:** *(These tasks are related and responding to steps in trainer manual)*

1:

2:

3:

.

.

n:



### Key readings:

.....

.....

.....

.....




**Practical Activity 2.1.2:** .....



**Tasks:** *(These tasks are related and responding to steps in trainer manual)*

- 1:
- 2:
- 3:
- .
- .
- n:



Key readings:

Handwriting practice area with ten sets of dotted lines for tracing on a lined background.



### Points to Remember

- .
- .
- .
- .



### Application of learning 2.1



Task:

Handwriting practice area with four sets of dotted lines for tracing on a lined background.



Indicative content 2.2: .....



Duration:.....hr



**Theoretical Activity 2.2.1: .....**

**Tasks:** *(These tasks are related and responding to steps in trainer manual)*

1:

2:

3:

.

.

n:



**Key readings:**

.....

.....

.....

.....

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.....

.....




**Practical Activity 2.2.2:** .....



**Tasks:** *(These tasks are related and responding to steps in trainer manual)*

- 1:
- 2:
- 3:
- .
- .
- n:



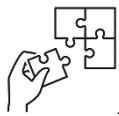
Key readings:






**Points to Remember**

- .
- .
- .
- .



**Application of learning 2.2**

**Task:**




Indicative content 2.n: .....



Duration:.....hr



**Theoretical Activity 2.n.1:** .....



**Tasks:** *(These tasks are related and responding to steps in trainer manual)*

1:

2:

3:

.

.

n:



**Key readings:**

.....

.....

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[illegible]

**Practical Activity 2.n.2:** .....



**Tasks:** *(These tasks are related and responding to steps in trainer manual)*

**1:**

2:

**3:**

•

•

**n:**



**Key readings:**

[illegible]

Handwriting practice area with six sets of dotted lines for tracing on a lined background.



### Points to Remember

- .
- .
- .
- .



### Application of learning 2.n



Task:

Handwriting practice area with five sets of dotted lines for tracing on a lined background.





## Learning outcome 2 end assessment

### Written assessment

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### Practical assessment

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.....

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.....

## Trainee Manual Checklist

Criteria	Indicator	Element	Yes	No	Comment
<b>Presentation of introductory content</b>	<b>Cover page is well presented</b>	Trade and level of RQF are indicated			
		Illustration reflecting on the competence is inserted			
		Issue date is mentioned			
		Module code and title are mentioned			
		Competence code and name are mentioned			
	<b>Preliminary pages are inserted</b>	Author's Note Page is mentioned			
		Acknowledgements is mentioned			
		Table of content is mentioned			
		Acronyms And Abbreviations are mentioned			
		Introduction is well presented			
		List of learning outcomes is presented			
	<b>Learning outcome is well introduced</b>	Learning outcome is mentioned			
		Illustration reflecting the Learning outcome is mentioned			
		List of indicative contents is presented			
		Key competencies are mentioned			
		Time is mentioned			
		Learning outcome objectives are mentioned			
		Resources are mentioned			

Criteria	Indicator	Element	Yes	No	Comment
<b>Main contents are well presented</b>	<b>indicative contents are well analysed</b>	Activities are mapped (indicative content is broken into different types of activities)			
		Mapped activities are relevant to the content			
	<b>Theoretical activities are detailed</b>	Tasks are mentioned			
		Tasks are sequentially ordered to achieve the objectives			
		Key readings are provided			
	<b>Practical activities are detailed</b>	Tasks are mentioned			
		Tasks are sequentially ordered to from easy to complex			
	<b>Points to remember are provided</b>	Key points summarizes the whole indicative content			
		Key points prepare the trainee for application of learning activity			
	<b>Activity for Application of learning is provided</b>	The task is practical			
		The task is applicable in real life			
		Task stimulates critical thinking			
<b>Learning outcome Assessment is provided</b>	<b>Written theoretical assessment is mentioned</b>	Questions are well set			
		Questions cover all indicative contents			
		Questions stimulates critical thinking			
	<b>Practical assessment</b>	Task is feasible			
		Task cover the whole learning outcome			

Criteria	Indicator	Element	Yes	No	Comment
	is mentioned	Task is applicable in real life			
		Task stimulates critical thinking			

Verified by:

Trainer manual validation panel

SN	Names	Institution	Position	Signature
1				
2				
n				