**CCMIOL001- OCCUPATION AND LEARNING PROCESS**

**Describe the occupation and learning process**

**Competence**

**RQF Level: 2 Learning Hours**

**30**

**Credits: 3**

**Sector: All**

**Trade: All**

**Module Type: Complementary Module**

**Curriculum: All**

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| **Purpose statement** | This module is covered first in all qualifications. It allows the learner to get to know the other participants in the training program and to understand himself/herself as part of a team. Also, the learners will develop a comprehensive and clear vision of the occupation and the training program itself. The module will provide learners with the tools to be able to identify career pathways based on their interests and skills as well as opportunities in the market. Exposure to occupations and the workplace will help learners reflect and enable them to refine personal and career development plans. | | | | | |
| **Delivery modality** | Training delivery | | 100% | Assessment | | Total 100% |
| Theoretical content | | 30% | Formative assessment | 30% | 100% |
| Practical work: | | 70% | 70% |
| * Group project and presentation | 20% |
| * Individual project /Work | 50% |
|  | | Summative Assessment | | | N/A |

**Elements of Competency and Performance Criteria**

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| **Elements of competency** | **Performance criteria** |
| 1. Participate as part of a team and respect the rules of the training environment | * 1. Introduction of oneself to get to know one another is well conducted according to the types of situation |
| 1.2. Participation in setting rules and adhering to them is clearly observed basing on expectations and objectives of the training. |
| 1.3. Integration in a team is done correctly in line with the characteristics of good team member |
| 1. Explain the occupation and learning process | 2.1. Main/major elements of the occupation are properly described according to the rational of qualification |
| 2.2. Processes and requirements of the qualification are adequately explained in accordance with pathways |
| 2.3. Assessment procedures are correctly conducted according to competence based approach |
| 2.4. Assessment of one’s learning style is well done according to the types of learning. |
| 1. Develop personal plans based on self-assessment practices | 1. Trainee behaviour is well aligned according to values, skills, interests and talents. |
| 3.2. Goals are well stated according to the standards of goals setting |
| 1. Explore career pathways related to the personal Interests and talents. | * 1. Exploration of jobs is well done in line with occupation and jobs opportunities |
| * 1. Appropriate making of decisions and choices based on different types of vocational information |
| * 1. Exploration of training and educational opportunities in accordance with Types of training institutions and their locations |
| * 1. Repartition of career development plan is well done according to career development plan component |

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| **Learning outcome 1: Participate as part of a team and respect the rules of the training environment** | | **Learning hours: 6** |
| **Indicative content** | | |
| * **Introductions** * Types of situations in which one will need to introduce themselves * Peer to peer * To a small group * To a large group * In an interview * On The Job, Talking with Potential Customers * Different techniques for an effective introduction * eye contact * clear and audible voice * confidence, * succinctly describe yourself. * Expectations and objectives of the training * Time table of the training * Rules of the classroom * Methods of paying attention and following directions * Relation between classroom rules / behavior with that of the workplace * Group responsibilities * Building trust * Elements of effective team work * Celebrate successes kills and characteristics of an effective team member | | |
| Resources required for the learning outcome | | |
| **Equipment** | * Computer * Projector * Chalk board | |
| **Materials/consumables** | * Chalks * Papers * Timetable * Trainer manual * Books of internal rules * Template of working schedule | |
| **Tools** | * Flip chat * Markers * pen * Scotch tape * Paper * Checklist | |
| **Facilitation techniques** | * Demonstration and simulation * Practical exercise * Group discussion * Farm visit * Audio- visual * brainstorming and internet search | |
| **Formative assessment methods** | * Written assessment   + Oral presentation   + Individual and group work   + Practical exercise | |

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| **Learning outcome 2: Explain the occupation and learning process** | **Learning hours: 6** |
| **Indicative content** | |
| * **Rationale of the qualification** * Content of the training program (modules) * Duration * Flowchart * **Pathways** * (exit level & further learning) * Presentation of the classrooms and workshops * **Competency based approach** * Assessment procedures * Timing * Assessors/verifiers * Assessment tools (portfolio & integrated situation) * **Types of learning styles** * Strategies for using one’s learning style in workplace/school * Short term * Long term | |

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| **Learning outcome 3: Develop personal plans based on self-assessment practices** | **Learning hours: 6** |

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| **Indicative content** | |
| * **Identifying values, skills, interests and talents** * Self-assessment of values, skills, interests and talents * **Identification of goals** * Standard of goal | |
| Resources required for the indicative content | |
| **Equipment** | * PPE |
| **Materials** | * Books * Teaching manual * Marker pens * Flipchart |
| **Tools** | * Projector |
| **Facilitation techniques** | * Demonstration and simulation * Practical work * Trainer guided * Group discussion * Pasture visit * Audio-visual |
| **Formative assessment methods** | * Written assessment * Oral presentation |

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| **Learning outcome 4: : Explore career pathways related to personal interests and talent** | **Learning hours: 12** |

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| **Indicative content** | |
| * **Job opportunities in each occupation** * Skills required for each job * Jobs seeking platforms * Decision making process * Types of vocational information * Information seeking techniques * Internal: self-assessments * External: internet searches, talking to people, books… * Networking techniques * Process * Opportunities * **Identification of training opportunities and educational options** * Types of training institutions and their locations * Training levels and requirements * TVET information system * Career Development Plan components | |
| Resources required for the indicative content | |
| Equipment | * PPE |
| Materials | * Books, * Teaching manual, * Marker pens, * Flipchart Flipchart * Marker pen * Pen * Internet * Reference books * Case studies * Scenarios * Budget template * Start-up plan template |
| Tools | * Projector |
| Facilitation techniques | * + Demonstration and simulation   + Practical work   + Trainer guided   + Group discussion   + Pasture visit   + Audio-visual |

**Reference books:**

1. Work Readiness Training Programme – Trainer’s Manual, Akazi Kanoze – Youth Livelihoods Project.
2. Work Readiness Training Programme – Participant’s Manual, Akazi Kanoze
3. https://www.dol.gov/odep/topics/youth/softskills/teamwork.pdf