Republic of Rwanda
Ministry of Education

RTB | RWANDA TVET BOARD

CURRICULUM

RQFLEVEL 4

CERTIFICATE TVET VI
in
MULTIMEDIA PRODUCTION

ICTMMP 4001

Kigali, May 2023

ICTMMP4001-CERTIFICATE VI

MULTIMEDIA PRODUCTION

RQF Level 4 CURRICULUM

1200

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List of Abbreviations

DACUM	Developing a Curriculum
EDPRS	Economic Development and Poverty Reduction Strategy
IAP	Industrial Attachment Program
MINEDUC	Ministry of Education
OHS	Occupational Health and Safety
2D	Two Dimension
SHE	Safety health environment
RQF	Rwandan Education Qualification Framework
TSS	Technical secondary school
TVET	Technical and Vocational Education and Training
UR/CST	University of Rwanda/ College of Science and Technology
ICT	Information and communication technology
MMP	Multimedia Production
CBA	Competency based assessment
CBE	Competency based Education
NTQF	National TVET qualification framework
OHS	Occupational health and safety
UR	University of Rwanda
RTB	Rwanda Technical Vocational Education and Training Board
NST1	National Strategic Transformation 1

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FOREWORD

The global rapid changes in the labour market tend to call for appropriate training and skills development through outcome-based training approaches. Skills development and employment promotion are central to Rwanda's transformative Vision 2050, aiming to secure high standards of living for all Rwandans. In a bid to transform Rwanda into a knowledge based economy, the National Strategic Transformation 1(NST1) calls socio-economic transformation through TVET skills development. The Rwanda TVET Board (RTB) was established to promote quality education in technical and vocational education and training from level one (1) to five (5) aimed at fast tracking socio-economic development of the country. Designing and distributing curricula, teaching materials, trainer's guides, methodologies and establish training methods for technical and vocational education and training from level one (1) to five (5); is among other RTB's responsibilities.

The existing curricula were limited and narrowed in terms of acquired skills and knowledge and were not meeting the requirements of the current labour market at both national and regional level. In addition, there were barriers in vertical mobility and pathways in TVET which resulted in negative TVET perception. Furthermore, there were barriers to admission of TVET graduates of certain programs into higher learning institutions.

Multimedia has never been more significant than it is today in an information driven way of life. To accelerate the development through various strategies that encompasses multimedia as a medium for communicating all development initiatives, hence requiring a skilled workforce. TVET has an important role in availing the competent graduates in multimedia production to fill up the growing number of vacancies in the sector.

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

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

Dipl_ Eng. Paul UMUKUNZI

Director General/ RTB

1. GENERAL INTRODUCTION

The curriculum presents a coherent and significant set of competencies to perform the occupation/s of Photographer, prop designer, animation background artist, character designer, storyboard artist, gaffer, boom operator, sound recordist, Layout designer. It is designed with an approach that takes into account the training needs, the work situation, as well as the goals and the means to implement the training.

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

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

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

The pages describing the modules are the heart of a curriculum. They present the title of the module, the length of training, the number of credits, the context in which the competency is performed, the prerequisite competencies, the learning units, and the performance criteria.

In each module, a course structure is provided. The course structure describes the learning outcomes (knowledge, skills, and attitudes) and the learning contents related to each learning unit. In addition, the learning activities and resources for learning are suggested.

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

1.1 Rationale of the qualification

The Multimedia industry encompasses all those that are in the business of sharing information and may include newspapers, magazines, television stations, radio stations, website, and podcasts. Multimedia has never been more significant than it is today in an information driven way of life. To accelerate the development through various strategies that encompasses multimedia as a media for communicating all development initiatives, hence requiring a skilled workforce. TVET has an important role in availing the competent graduates in multimedia production to fill up the growing number of vacancies in the sector.

Multimedia provides trainees with an alternate means of acquiring knowledge designed to enhance learning through various mediums, platforms, and technologies. This technology allows TVET trainees to learn at their own pace and gives teachers the ability to observe the individual needs of each student. The capacity for multimedia to be used in multi-disciplinary settings is structured around the idea of creating a hands-on learning environment using technology. Multimedia modules that are tailored to the subject matter, to the trainee's varying levels of knowledge and to industry skill demand. Multimedia learning content can be managed through activities that utilize and take advantage of the 21st Century learning technologies to enable effective communication.

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

QUALIFICATION DETAILS

2.1 Description

Title:	TVET Certificate 4 in Multimedia production
Level:	RQF Level 4
Credits:	120
Sector:	ICT
Sub-sector:	Multimedia Production
Issue date:	May, 2023

2.2 Graduate profile

This qualification provides skills, knowledge and attitude for a learner to be competent in a range of routine tasks and activities that require the application of practical skills in a defined context. Work would be undertaken in various Multimedia production enterprises where different multimedia production activities are carried out. Learners may work with some autonomy or in a team but usually under close supervision.

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

- ✓ Implement SHE policies and procedures
- ✓ Use intermediate English at workplace
- ✓ Gukoresha Ikinyarwanda kiboneye
- ✓ Apply computer skills
- ✓ Exprimer des options en Français élémentaire
- ✓ Kutumia Kiswahili katika mawasiliano ya kawaida
- ✓ Apply Citizenship
- ✓ Develop a business plan
- ✓ Applied Mathematics
- ✓ Applied Physics
- ✓ Citizenship
- ✓ Apply Entrepreneurship

- ✓ Develop script
- ✓ Capture photographs
- ✓ Design 2D props
- ✓ Design layout
- ✓ Manage lighting
- ✓ Design 2D character
- ✓ Record Sound
- ✓ Create a storyboard
- ✓ Develop animation background
- ✓ Produce technical drawings
- ✓ Perform Advanced drawing
- ✓ Integrate the workplace

2.3 Minimum entry requirements and pathways

The minimum entry requirement to this course is to have complete level 3 subjects and mentally fit with an interest in multimedia production related areas.

Preferred pathways for candidates entering this qualification include:

- To have completed Level III multimedia production or other related qualifications
- Recognition of prior learning related to this qualification

Progression route of candidates achieving this qualification include:

- TVET Certificate V in multimedia production
- A range of other related TVET Certificate V qualifications.

2.4 Job related information

This qualification prepares individuals to integrate the multimedia industry with the professionalization of multimedia production. This qualification again offers the opportunity to execute the works as Photographer, prop designer, animation background artist, character designer, storyboard artist, gaffer, boom operator, and sound recordist and Layout designer.

Possible jobs related to this qualification

- Photographer
- Prop designer
- Animation background artist
- Character designer
- Storyboard artist
- Gaffer
- Boom operator
- Sound recordist
- Layout designer

2.6 Information about competencies

No	Code	Complementary competencies	Credit
1	CCMHE402	Implement SHE policies and procedures	3
2	CCMEN402	Use intermediate English at workplace	3
3	CCMKN402	Gukoresha Ikinyarwanda kiboneye	3
4	CCMCS402	Apply computer skills	3
5	CCMFT402	Exprimer des options en Français élémentaire	3
6	CCMKS402	Kutumia Kiswahili katika mawasiliano ya kawaida	3
7	CCMCT401	Citizenship	3
8	CCMBS 402	Develop a business plan	3
Total			**24**

	No	Code	Core competencies	Credit
GENERAL	1.	GENAM402	Apply Mathematics	6
	2.	GENAP402	Apply Mechanics and Waves	4
	3.	GENTD401	Produce technical drawings	5
	4.	GENAD401	Perform Advanced drawing	7
	5	GENSD401	Develop script	7
SPECI	1.	MMPCP401	Capture photographs	7
	2.	MMPPD401	Create 2D digital props	7
	3.	MMPLD401	Design layout	6
	4.	MMPML401	Manage lighting	4
	5.	MMPCD401	Design a 2D character	8

F I C	**6.**	MMPRS401	Record Sound	7
	7.	MMPSB401	Create a storyboard	4
	8.	MMPAB401	Develop animation background	7
	9.	CCMIA401	Integrate the workplace	20
	Total			**106**

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

No	Module name	Learning Outcome	Theoretical hours	Practical hours	Total hours
1	2D Props Design	1. Plan Prop Design	10	5	15
		2. Create Mood Board	6	9	15
		3. Create Digital Assets	5	35	40
Total hours			**11**	**59**	**70**
2	Design 2D Character	1. Create a mood board	5	15	20
		2. Make a character profile	5	15	20
		3. Create concept art	10	15	25
		4. Render character	5	10	15
Total hours			**25**	**55**	**80**
3	Lighting	1. Prepare a lighting plan	2	3	5
		2. Set Lighting Equipment and Accessories	5	15	20
		3. Operate Lighting Equipment	3	12	15
Total hours			**10**	**30**	**40**
4	Storyboarding	1. Create a Mood Board	5	15	20

		2. Create Thumbnail Sketches	5	5	10
		3. Finalize Sketches	5	5	10
Total hours			**15**	**25**	**40**
5	Capturing photographs	1. Plan for photo shoot	3	7	10
		2. Capture photos	10	15	25
		3. Edit photos	5	10	15
		4. Deliver photos	3	7	10
		5. Maintain photography equipment and accessories	5	5	10
Total hours			**26**	**44**	**70**
6	Animation background design	1. Create mood board	5	5	10
		2. Develop concept art	5	5	10
		3. Block out the scene	5	5	10
		4. Apply refined details	5	5	10
		5. Apply background effects	5	20	25
		6. Export artwork	2	3	5
Total hours			**27**	**43**	**70**
7	Layout design	1. Develop design Concept	3	7	10
		2. Produce Layout Design	10	25	35
		3. Prepare final Layout	3	12	15
Total hours			**16**	**44**	**60**

8	Advanced drawing	1. Create composition	5	10	15
		2. Produce gesture drawing	5	20	25
		3. Produce Digital drawings	5	25	30
Total hours			**15**	**55**	**70**
9	Sound recording	1. Prepare audio equipment, tools, and materials	5	5	10
		2. Set audio Equipment	5	15	20
		3. Capture sound	10	20	30
		4. Finalize sound recording operations	5	5	10
Total hours			**45**	**55**	**70**
10	Technical Drawing	1. Prepare for technical drawing	6	0	6
		2. Create technical drawings	6	30	36
		3. Finalize technical drawings	4	4	8
Total hours			**15**	**35**	**50**
11	Script development	1. Generate idea	10	5	15
		2. Develop treatment of the story	10	15	25
		3. Write Script	10	20	30
Total hours			**30**	**40**	**70**

TRAINING PACKAGE

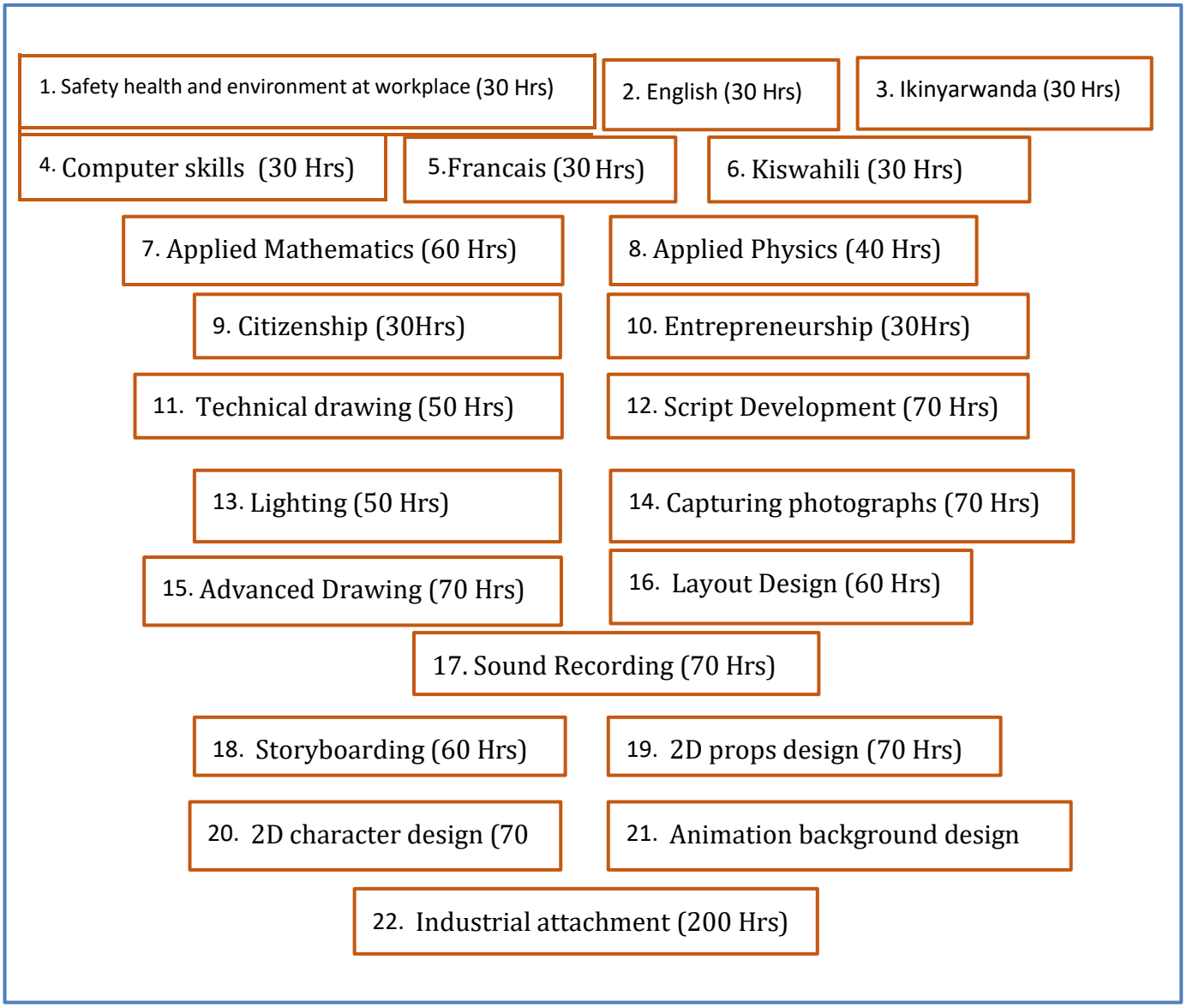
The training package includes the competencies chart, the flowchart, the modules, the course structure, and the assessment guidelines.

3.1 Course structure

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

3.2 Flowchart

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


1. Safety health and environment at workplace (30 Hrs)
2. English (30 Hrs)
3. Ikinyarwanda (30 Hrs)
4. Computer skills (30 Hrs)
5.Francais (30 Hrs)
6. Kiswahili (30 Hrs)
7. Applied Mathematics (60 Hrs)
8. Applied Physics (40 Hrs)
9. Citizenship (30Hrs)
10. Entrepreneurship (30Hrs)
11. Technical drawing (50 Hrs)
12. Script Development (70 Hrs)
13. Lighting (50 Hrs)
14. Capturing photographs (70 Hrs)
15. Advanced Drawing (70 Hrs)
16. Layout Design (60 Hrs)
17. Sound Recording (70 Hrs)
18. Storyboarding (60 Hrs)
19. 2D props design (70 Hrs)
20. 2D character design (70
21. Animation background design
22. Industrial attachment (200 Hrs)

ASSESSMENT GUIDELINES

4.1 Assessment Methodology

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

There are two types of assessment (Formative Assessment and Summative/ Integrated Assessment). Each assessment has its own rule for passing to be declared competent.

Formative Assessment

This is applied on all types of modules (e.g. Complementary, General and Specific modules)

A trainee to be competent for a formative module must have at least 70%

A trainee to be eligible to undertake integrated assessment of specific modules must have at least 50% as passing line for general and complementary modules.

Each trainee should be competent on all formative assessments to be declared competent on that module.

All formative assessment should be declared competent before taking the summative/ integrated assessment.

Summative Assessment

All Summative/Integrated assessment should match with the content of the module in the curriculum.

Summative/Integrated Assessment is always in practical, giving it as a theoretical type of assessment is not acceptable.

The integrated situation provided in the curriculum is a sample of the assessment to be carried out, the Trainer/Teacher has the role of developing another one referring to the task to be carried out in the integrated situation in accordance to the circumstances inside school, but the integrated situation should stick on the components of a task.

During Summative/Integrated assessment, assessor panel members should be three (3).

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

The Passing Line for the modules is:

- 50 % for general and complementary modules
- 70 % for specific modules

<table>
<tr><th colspan="2">Training delivery</th><th>100%</th><th colspan="2">Assessment</th><th>Total 100%</th></tr>
<tr><td colspan="2">Theoretical content</td><td>30%</td><td rowspan="4">Formative assessment</td><td>30%</td><td rowspan="4">50%</td></tr>
<tr><td colspan="2">Practical work:</td><td rowspan="3">70%</td><td rowspan="3">70%</td></tr>
<tr><td>Group project and presentation</td><td>20%</td></tr>
<tr><td>Individual project /Work</td><td>50%</td></tr>
<tr><td colspan="2"></td><td colspan="2">Summative Assessment</td><td>50%</td></tr>
</table>

Note:

1. Summative assessment is always conducted at the completion of module delivery. It should be practical through an integrated situation for specific modules and in any other forms of assessment for complementary and general modules.
2. Learning hours assigned to specific module includes the duration assigned to integrated assessment

GLOSSARY

Assessment: A process of gathering and judging evidence in order to decide whether a person has attained a standard of performance.

Assessment criteria: Statements which describe performances and place them in context with sufficient precision to allow valid and reliable assessment.

Best practice: Management practices and work processes that lead to outstanding or top-class performance and provide examples for others.

Competency standard: An industry-determined specification of performance which sets out the skills, knowledge and attitudes required to operate effectively in employment. Competency standards are made up of units of competency, which are themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide.

Competency: means the ability to apply knowledge, skills and personal, social and methodological skills in the workplace or during learning, as well as in personal and professional development. This ability or capacity is acquired through leaning, exposure to the tasks and series of training allowing one to perform specific task autonomously. Reason why in the context of the CBE Framework competencies are described as responsibility and independence.

Competency-based assessment (or CBA): The gathering and judging of evidence in order to decide whether a person has achieved a standard of competency.

Complementary competencies: Set of knowledge, skills and attitudes which are not directly linked to a specific occupation or industry, but which are important for work, education and life in general, such as communication, mathematics, organizational aptitude, and computer literacy, interpersonal and analytical competency.

Core modules: Modules leading to competencies' acquisition that an industry sector has agreed upon as essential for a person to be accepted as competent at a particular level. All modules may be core, but in many cases competency at a level will involve core modules plus optional or specialization modules. Core competencies are normally those central to work in a particular industry.

Credential: Formal certification issued for successful achievement of a defined set of outcomes, e.g. successful completion of a course in recognition of having achieved particular knowledge, skills or competencies; successful completion of an apprenticeship or traineeship.

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

Curriculum: The specifications for a course or subject (module) which

describe all the learning experiences a learner undergoes, generally including objectives, content, intended learning outcomes, teaching methodology, recommended or prescribed assessment tasks, assessment exemplars, etc.

Evidence guide: The part of a competency standard which provides a guide to the interpretation and assessment of the unit of competency, including the aspects which need to be emphasized in assessment, relationships to other units, and the required evidence of competency.

Flexible delivery: A range of approaches to providing education and training, giving learners greater choice of when, where and how they learn. Flexible delivery may involve distance education, mixed-mode delivery, online education, self-paced learning, self-directed learning, etc.

Formal education: Also formal training education or training provided in educational institutions such as schools, universities, colleges, etc. or off the job in a workplace, usually involving direction from a teacher or instructor.

General competencies: competencies correspond to larger operations that go beyond the tasks, but generally contribute to their implementation. These activities require more fundamental learning and are generally common to several tasks and transferable to many work situations.

Generic modules: Modules leading to the attainment of complementary competencies.

Informal education: The acquisition of knowledge and skills through experience, reading, social contact, etc.

Internship: An opportunity for a learner to integrate career related experience by participating in planned, supervised work.

Key competencies: Any of several generic skills or competencies considered essential for people to participate effectively in the workforce. Key competencies apply to work generally, rather than being specific to work in a particular occupation or industry. The following are key areas of competency which were developed into seven key competencies: collecting, analysing and organizing information; communicating ideas and information; planning and organizing activities; working with others and in teams; using mathematical ideas and techniques; solving problems; and using technology.

Knowledge: means the result of the adoption of information through the learning process. Knowledge is a set of facts, principles, theories and practices related to area of work or study. In CBE context lifelong learning knowledge is described as theoretical and / or factual.

Learning outcomes: are statements of what learner knows, understands and can perform, based on the completion of the learning process, defined by knowledge, skill and competency.

Learning activities: Suggested activities that can be developed during lesson planning and activity

preparation. The choice of learning activities must be tailored according to group size, available material resources and communication tools.

Learning hours: Amount of hours required to acquire the competency, including the time allocated to evaluation, which is estimated between 5 and 10% of the total learning time of the competency.

Learning outcomes: Statements that indicate what learners will know or be able to do as a result of a learning activity. Learning outcomes are usually expressed as knowledge, skills, or attitudes.

Learning unit: Any of the basic building blocks of a module, which describes the key activities or the elements of the work covered by the module

Module: unit of training which corresponds to one competency and which can be completed on its own or linked to others.

Occupation: The principal business of one's life.

Performance criteria: The part of a competency standard specifying the required level of performance in terms of a set of outcomes which need to be achieved in order to be deemed competent. It describes the quality requirements of the result obtained in labor performance.

Qualification: means the formal name for the result of a process of assessment and validation, which is obtained when a competent body determines that an individual has achieved learning outcomes to the standards laid down.

Quality assurance: The systems and procedures designed and implemented by an organization to ensure that its products and services are of a consistent standard and are being continuously improved.

Recognition of prior learning (or RPL): The acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module.

Skills: are the ability to apply knowledge and use the principle of "know how" to perform a specific task and to solve the problem. In the context of the CBE Framework, skills are defined as cognitive (involving the use of logical, intuitive and creative thinking), practical (including physical skill and use of methods, materials, devices and instruments) and social skills (communication and cooperation skills, emotional intelligence and other).

Specific competencies: Competencies that are directly related to the tasks of the occupation in the workplace context. They refer to concrete, practical, and focused aspects

Traineeship: A system of vocational training combining off-the-job training at an approved training provider with on-the-job training and practical work experience. Traineeships generally take one to two years and are now a part of the New Apprenticeships system.

Unit of competency: A component of a competency standard. A unit of competency is a statement of a key function or role in a particular job or occupation. See also element of competency, performance criteria, and range of variables.

Employable Skills for Sustainable Job Creation

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