



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

CURRICULUM

RQF LEVEL

3



CERTIFICATE TVET III IN MULTIMEDIA PRODUCTION

ICTMMP3001

Kigali, June 2022

ICTMMP3001 TVET CERTIFICATE III
MULTIMEDIA PRODUCTION
RQF Level 3 CURRICULUM

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List of Abbreviations

CV	Curriculum Vitae
DACUM	Developing a Curriculum
IAP	Industrial Attachment Program
IPRC	Integrated Polytechnics Regional College
MINEDUC	Ministry of Education
OHS	Occupational Health and Safety
PPE	Personal Protective Equipment
RQF	Rwandan Education Qualification Framework
RP	Rwanda Polytechnic
TVET	Technical and Vocational Education and Training
RSB	Rwanda Standard Board
GDP	Gross Domestic Product
GAP	Good agricultural practices
GPS	Global positioning system
ILO	International labour organization
OHS	Occupational health and safety
RTB	Rwanda TVET 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.

The TVET modernization process has begun with a clear picture of the programs focusing on the agriculture sector with the high employment potential like water and irrigation among others. In this respect, Rwanda TVET Board, is honoured to avail the revised curriculum of water and irrigation which serves as the official document and respond to the above-mentioned concerns.

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

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

Dipl_ 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 a Video editor, sound editor, graphic production artist and a camera operator. It is designed with an approach that takes into account the training needs, the work situation, as well as the goals and the means to implement the training.

The modules of the curriculum include a description of the expected results of the training. They have a direct influence on the choice of 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 and shows the nature and goals of the program and the key concepts and definitions used in the document. The second part presents the qualification, its level in the qualification framework, its purpose, its rationale and the list of modules it comprises. The third part deals with the training package. It includes the competencies chart, the sequencing of module learning, the description of each module and the course structure.

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

Rationale of the qualification

The Multimedia industry encompasses all those that are in the business of sharing information and may include newspapers, magazines, and television stations, as well as 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.

Previously, Multimedia Production only appeared at levels 4 and 5 of the RQF. RTB intends to increase the visibility of this trade by including Multimedia at level 3, with relevant content at that level. The rationale of the restructuring of TVET allows for Multimedia Production at level 3 as to give 9YBE and senior 3 leavers the opportunity to opt it as a specialization, starting from level 3 and ending up at level 6 (and 7) at the IPRCs

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.

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2. QUALIFICATION DETAILS

Description

Title:	TVET Certificate 3 in Multimedia production
Level:	RQF Level 3
Credits:	120
Sector:	ICT
Sub-sector:	Multimedia production
Issue date:	June, 2022

Graduate profile

This qualification provides the skills, knowledge, and attitude for a learner to be competent in a range of routine tasks and activities that require the application of practical skills in a defined context. Work would be undertaken in various 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:

1. Describe animation fundamentals
2. Apply design fundamentals
3. Apply artistic drawing
4. Produce Graphic Designs
5. Edit images
6. Edit sound
7. Edit video
8. Apply video effects
9. Operate camera
10. Describe the occupation and learning process
11. Maintain SHE at workplace
12. Gukoresha Ikinyarwanda Kiboneye
13. Pratiquer l'activité de communication en français
14. Communicate simply using English in familiar situations
15. Comply with citizenship values
16. Communicate effectively at workplace
17. Apply computer literacy
18. Create a Business
19. Basic algebra and trigonometry
20. Apply general physics

Minimum entry requirements and pathways

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



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 vide editor, sound editor Graphic production artist, camera operator.

 **Possible jobs related to this qualification**

- **Video editor**
- **Sound editor**
- **Graphic Production Artist**
- **Camera operator**

Information about competencies

No	Code	Complementary competencies	Credit
1	CCMOL302	Describe the occupation and learning process	3
2	CCMHE302	Maintain SHE at workplace	3
3	CCMBC302	Create a Business	3
4	CCMEN302	Apply proficient Technical English	3
5	CCMCL302	Apply computer literacy	3

6	CCMKN302	Gukoresha Ikinyarwanda kiboneye	3
7	CCMCZ301	Comply with Citizenship values	3
8	CCMFT302	Pratiquer l'activité de communication en français dans le métier	3
Total			24

Co-Curricular activities		Credit
Sports/Clubs		1
Self-study/Library Research		1
Total		2

No	Code	Core competencies	Credit	
GENERAL	1	GENAM301	Apply Algebra and Trigonometry	6
	2	GENPY301	Apply general physics	4
	3	MMPDF301	Apply design fundamentals	7
	4	MMPAF301	Describe animation fundamentals	6
	5	MMPAD301	Apply artistic drawings	8
SPECIFIC	6	MMPVE301	Edit video	8
	7	MMPSE301	Edit sound	5
	8	MMPIE301	Edit images	7
	9	MMPVE301	Apply video effects	8
	10	MMPGD301	Graphic designs production	8
	11	MMPCO301	Operate camera	7
	12	MMPIAP301	Integrate at workplace	20
Total			96	

Number of competencies:22
 Core competencies:94
 Complementary competencies:24
 The total number of Credits: 120

Allocation of Learning Hours

No	Module name	Learning Outcome	Theoretical hours	Practical hours	Total hours
1	Animation fundamentals	1. Describe history of animation	3	7	10
		2. Describe animation principles	6	14	20
		3. Describe animation process	9	21	30
Total hours			18	42	60
2	Design Fundamentals	1. Describe the graphic design practice	2	3	5
		2. Apply Layout and composition principles	9	21	30
		3. Apply typography techniques	6	14	20
		4. Apply colours	5	10	15
Total hours			22	48	70
3	Sound editing	1. Prepare for editing sound	2	7	9
		2. Edit audio sequence	2	6	8
		3. Mix audio	5	20	25
		4. Finalize sound editing	2	6	8
Total hours			11	39	50
4	Video Editing	1. Collect video editing requirements	3	7	10
		2. Prepare video editing assets	6	14	20
		3. Perform video editing	12	28	40
		4. Render video	3	7	10

Total hours			24	56	80
5	Images editing	1. Prepare for image editing	3	7	10
		2. Edit photo images	9	21	30
		3. Create image composites	9	21	30
		4. Export images	3	7	10
Total hours			24	56	80
6	Video effects	1. Apply colour correction	6	14	20
		2. Perform colour grading	9	21	30
		3. Apply VFX	9	21	30
Total hours			24	56	80
7	Graphic designs production	1. Identify design requirement	3	7	10
		2. Create visual graphics	6	14	20
		3. Create pages with page layout application	9	21	30
		4. Create design presentations	5	10	15
		5. Prepare the design for delivery	2	3	5
Total hours			24	56	80
8	Camera operation	1. Preparation of media equipment	3	7	10
		2. Setting up media equipment	6	14	20
		3. Manipulation of camera	12	28	40
Total hours			21	49	70

3. TRAINING PACKAGE

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

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.

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. Occupation and Learning Process 30 Hrs

2. Safety Health and Environment at workplace (30 Hrs)

3. Computer Literacy (30 Hrs)

4. Pre-Intermediate English at workplace 30Hrs (30 Hrs)

5. Apply Algebra and Trigonometry (60 Hrs)

6. Apply general physics (40Hrs)

7. Ikinyarwanda kiboneye 30 Hrs

8. Pratiquer l'activité de communication (30 Hrs)

9. Citizenship (30Hrs)

10. Design fundamentals (70 Hrs)

11. Fundamentals of animation (60Hrs)

12. Artistic drawing (80Hrs)

13. Sound Editing (50 Hrs)

14. Video editing (80 Hrs)

15. Graphic Designs Production (80Hrs)

16. Image editing (80 Hrs)

17. Video effects (80 Hrs)

18. Camera operation (70 Hrs)

19. Entrepreneurship (30 Hrs)

20. Industrial attachment (200 Hrs)

4. ASSESSMENT GUIDELINES

Assessment Methodology

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

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

Formative Assessment

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

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

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

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

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

Summative Assessment

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

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

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

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

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

The Passing Line for the modules is:

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

Training delivery		100%	Assessment		Total 100%
Theoretical content		30%	Formative assessment	30%	50%
Practical work:		70%		70%	
Group project and presentation	20%				
Individual project /Work	50%				
		Summative Assessment			50%

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

- 1. Assessment:** A process of gathering and judging evidence in order to decide whether a person has attained a standard of performance.
- 2. Assessment criteria:** Statements which describe performances and place them in context with sufficient precision to allow valid and reliable assessment.
- 3. Best practice:** Management practices and work processes that lead to outstanding or top-class performance and provide examples for others.
- 4. Competency standard:** An industry-determined specification of performance which sets out the skills, knowledge and attitudes required to operate effectively in employment. Competency standards are made up of units of competency, which are themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide.
- 5. Competency:** means the ability to apply knowledge, skills and personal, social and methodological skills in the workplace or during learning, as well as in personal and professional development. This ability or capacity is acquired through 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.
- 6. Competency-based assessment (or CBA):** The gathering and judging of evidence in order to decide whether a person has achieved a standard of competency.
- 7. Complementary competencies:** Set of knowledge, skills and attitudes which are not directly linked to a specific occupation or industry, but which are important for work, education and life in general, such as communication, mathematics, organizational aptitude, and computer literacy, interpersonal and analytical competency.
- 8. Core modules:** Modules leading to competencies' acquisition that an industry sector has agreed upon as essential for a person to be accepted as competent at a particular level. All modules may be core, but in many cases competency at a level will involve core modules plus optional or specialization modules. Core competencies are normally those central to work in a particular industry.
- 9. Credential:** Formal certification issued for successful achievement of a defined set of outcomes, e.g., successful completion of a course in recognition of having achieved particular knowledge, skills or competencies; successful completion of an apprenticeship or traineeship.
- 10. Credit:** The acknowledgement that a person has satisfied the requirements of a module.
- 11. Curriculum:** The specifications for a course or subject (module) which describe all the learning experiences a learner undergoes, generally including objectives, content,

intended learning outcomes, teaching methodology, recommended or prescribed assessment tasks, assessment exemplars, etc.

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

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

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

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

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

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

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

19. Key competencies: Any of several generic skills or competencies considered essential for people to participate effectively in the workforce. Key competencies apply to work generally, rather than being specific to work in a particular occupation or industry. The following are key areas of competency which were developed into seven key competencies: collecting, 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.

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

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

22. Learning activities: Suggested activities that can be developed

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

- 23. Learning hours:** Number of hours required to acquire the competency, including the time allocated to evaluation, which is estimated between 5 and 10% of the total learning time of the competency.
- 24. Learning outcomes:** Statements that indicate what learners will know or be able to do as a result of a learning activity. Learning outcomes are usually expressed as knowledge, skills, or attitudes.
- 25. Learning unit:** Any of the basic building blocks of a module, which describes the key activities or the elements of the work covered by the module
- 26. Module:** A unit of training which corresponds to one competency and which can be completed on its own or linked to others.
- 27. Occupation:** The principal business of one's life.
- 28. Performance criteria:** The part of a competency standard specifying the required level of performance in terms of a set of outcomes which need to be achieved in order to be deemed competent. It describes the quality requirements of the result obtained in labour performance.
- 29. Qualification:** means the formal name for the result of a process of assessment and validation, which is obtained when a competent body determines that an individual has achieved learning outcomes to the standards laid down.

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

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

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

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

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

35. Unit of competency: A component of a competency standard. A unit of competency is a statement of a key function or role in a particular job or

occupation. See also element of competency, performance criteria, range of variables.



Employable Skills for Sustainable Job Creation

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