Republic of Rwanda
Ministry of Education

RTB | RWANDA TVET BOARD

CURRICULUM STRUCTURE

RQF LEVEL 5

TVET CERTIFICATE
in
ELECTRICAL TECHNOLOGY

ENGELT5001

ENGELT 5001-TVET CERTIFICATE V

IN

ELECTRICAL TECHNOLOGY

RQF Level 5 CURRICULUM

Author's Note Page

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LIST OF ABBREVIATIONS

Acronym	Full text
AC	Alternative Current
CAD	Computer Aided Design
CAT	Continuous Assessment Test
CB	Circuit Breaker
CO2	Carbon Dioxide
CT	Current Transformer
DC	Direct Current
DCS	Digital Control System
DCV	Directional Control Valve
ECL	Emitter Coupled Logic
EOT	Electric overhead travelling
EUCL	Energy Utility Corporation Limited td
EV	Electrical vehicle
GPS	Global Positioning System
HPP	Hydropower Plant
LT	Low Tension
MCB	Miniature Circuit Breaker
MCCB	Moulded Case Circuit Breaker
MDV	Main Distribution Valve
MIV	Main Inlet Valve
MV	Medium Voltage
MW	Megga Watts
NST1	National Strategic Transformation 1
PCB	Printed Circuit Board
PLC	Programmable Logic Controller
PLD	Programmable Logical Device

PT	Potential Transformer
PVC	Polyvinyl chloride
RCD	Residual Current Device
REG	Rwanda Energy Group
RQF	Rwanda Qualification Framework
RTB	Rwanda TVET Board
RTD	Resistance Temperature Detector
SCADA	Supervisory Control And Data Acquistion
SDG	Sustainable Development Goals
SF6	Sulfur Hexafluoride
SPD	Surge Protective Device
TVET	Technical Education and Vocational Training
VCB	Vaccum Circuit Breaker
VT	Voltage Transformer

ACKNOWLEDGMENTS

Rwanda Technical Vocational and Training Board (RTB) wishes to extend its gratitude to all those who contributed to the development of this curriculum. Special thanks to the partners, stakeholders, and institutions involved in the development of this program, including the private sector and government institutions, for their support and resources. We also extend our appreciation to the members of the curriculum development team, whose expertise and guidance were invaluable throughout the process. Their insights, feedback, and hard work have significantly enriched the content and structure of this curriculum.

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FOREWORD

The global rapid changes in the labour market tends 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 vocation 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 vocation 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 sector with the high employment potential like electrical Technology among others. In this respect, Rwanda TVET Board, is honoured to avail the curriculum of Electrical Technology Level five (5) which serves as the official document and respond to the above-mentioned concerns. With the help of the training providers, trainers and 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.-Ing. Paul UMUKUNZI

Director General/ RTB

1. GENERAL INTRODUCTION

The curriculum presents a coherent and significant set of competencies acquired to perform the occupation of electrical power systems and EV charging station technician. it is designed with an approach that takes into account the training needs, the work situation, as well as the goals and the means to implement training.

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

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

The curriculum consists of three parts. The first part is of general interest which shows the nature, goals of a 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 which 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 amount of credits, the context in which the competency is performed, the prerequisite competencies, the learning outcomes and the performance criteria.

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

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

2.QUALIFICATION DETAILS

2.1. DESCRIPTION

Title:	TVET Certificate V in Electrical Technology
Level:	RQF Level 5
Credits:	120
Sector:	ENERGY
Trade:	ELECTRICAL TECHNOLOGY
Issue date:	June, 2024

2.2 GRADUATE PROFILE

This qualification provides the skills, knowledge and attitudes for a learner to be competent in tasks and activities that require the application of practical skills in a defined context. Work would be undertaken in various Electrical technology systems as Electrical power system technician and EV charging station technician. He /she qualified as Electrical power system technician and EV charging station technician will be able to work as Power plant installer, Power plant operator, Power plant maintenance technician, Electrical Lineman, Automation technician, Electrical machine fabricator and E-V Charging Station Technician. The individuals with this qualification can enter Rwanda Polytechnique Certificate VI or any other higher learning engineering institutions in order to be equipped with the necessary competences.

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

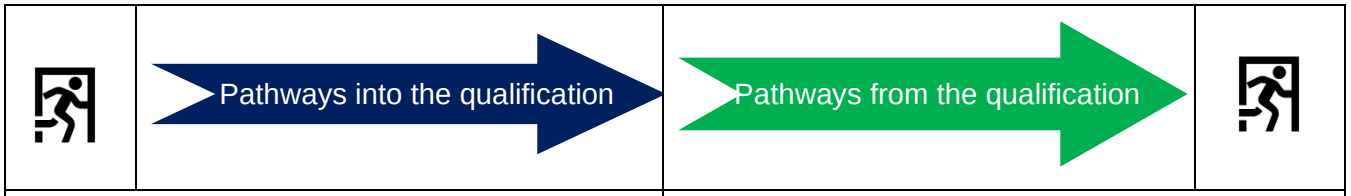
1. Install electromechanical equipment of power plant
2. Operate Power Plant
3. Build electrical rotating machine
4. Construct electrical power lines
5. Maintain electrical power system
6. Install EV charging station
7. Install electrical automation system
8. Apply basic of networking

9. Apply Mathematical Analysis, Statistics and Probability
10. Apply Dynamics and Mechanical waves
11. Apply ICT at Workplace
12. Organise a Business
13. Gukoresha Ikinyarwanda cy'intyoza
14. Use upper-intermediate English at workplace
15. Echanger les idées en Français élémentaire
16. Apply Proffessional and multiclutural ethics at workplace
17. Develop attitudes of living together in harmony
18. Integrate at the workplace

2.3 MINIMUM ENTRY REQUIREMENTS

The minimum entry requirement to this qualification is Completion of a Level IV program TVET Certificate IV in Electrical technology background to be mentally fit with broad knowledge, skills and attitude of Electrical technologies.

2.4 INFORMATION ABOUT PATHWAYS



Preferred pathways for candidates entering this qualification include:	Progression route of candidates achieving this qualification include:
Candidates enter this qualification after Achieving TVET Certificate IV in Electrical technology	Candidates existing this qualification are able to enter in higher learning institutions and universities in Electrical technology and related courses

2.5 RATIONALE OF THE QUALIFICATION

Electrical power system technicians play a vital role in Rwanda's socio-economic development by ensuring the stability, reliability, and expansion of the electrical power infrastructure, encompassing the generation, transmission, and distribution of electrical energy. Their technical knowledge, practical skills, and proactive approach in installing, maintaining, and troubleshooting electrical systems to support the country's goal of universal access to electricity, which is essential for economic growth and improving the quality of life.

Rwanda has made significant strides in expanding its energy access and infrastructure. The government's Vision 2050 aims to transform Rwanda into a high-income country based on industrial production, with electrical energy as a key factor. According to the REG 2022-2023 annual report, the current power generation is 353.40 MW. However, challenges such as limited access in rural areas, dependency on imported fuels, and infrastructure deficits persist.

Universal access to electricity is a critical component of Rwanda's Vision 2050, which seeks to drive the nation towards becoming a high-income country through industrial production. Electrical power system technicians are pivotal in this transformation by contributing to the expansion of the electrical grid to rural and underserved areas, ensuring that even remote households have access to electricity. Achieving universal access to electricity will attract investors in industrial production, leading to job creation. The energy sector remains one of the primary targets to boost the country's economy, which will be achieved through:

- Job creation that reduces poverty
- Contribution to GDP growth
- Facilitation of cost-effective public and private services

2.6. JOB RELATED INFORMATION

This qualification prepares individuals to effectively integrate into the Energy sector by professionalizing electrical technology workers. The curriculum equips learners with the essential skills and knowledge required to execute a wide range of tasks within the electrical power industry. The training focuses on the installation, maintenance and troubleshooting of electrical systems, ensuring that graduates can contribute to the stability, reliability and expansion of the electrical infrastructure. Additionally, this qualification emphasizes on safety, regulatory compliance, and the adoption of new technologies, positioning graduates to meet the demands of the energy sector.

	Possible jobs related to this qualification
	▪ Power plant installer ▪ Power plant operator ▪ Power plant maintenance technician ▪ Electrical Lineman ▪ Automation technician ▪ Electrical machine fabricator and ▪ E-V Charging Station Technician

2.7 INFORMATION ABOUT COMPETENCES

No	Code	Complementary competencies	Credit
1	CCMOB502	Organise a Business	3
2	CCMIW502	Apply ICT at Workplace	3
3	CCMKN502	Gukoresha ikinyarwanda cy' intyoza	3
4	CCMEN502	Use upper-intermediate English at workplace	3
5	CCMFT502	Echanger les idées en Français élémentaire	3
6	CCMPE502	Apply Proffessional and multiclutural ethics at workplace	3
7	CCMCZ501	Develop attitudes of living together in harmony	3
		Total	21

No	Co-Curricular activities	Credit
1	Sports/clubs	1
2	Self-study/ library research	1
Total		2

	No		code	Core competences	Credit
GENERAL	1		GENBN 501	Apply basic of networking	4
	2		GENAP 502	Apply Mathematical Analysis, Statistics and Probability	6
	3		GENDM502	Apply Dynamics and Mechanical waves	4
SPECIFIC	4		ELTVC 501	Install EV charging station	8
	5		ELTLC 501	Construct electrical power lines	10
	6		ELTMB 501	Build electrical rotating machine	10
	7		ELTEI 501	Install electromechanical equipment of power plant	10
	8		ELTAI 501	Install electrical automation system	10
	9		ELTVC 501	Operate power plants	8
	10		ELTPM 501	Maintain electrical power system	7
	11		ELTIA 501	Integrate at the workplace	20
	Total				97

2.8 ALLOCATION OF LEARNING HOURS

N0	Module name	Learning outcome	Theoretical hours	Practical hours	Total hours
1	**Power Plant Electromechanical Equipment Installation**	1. Conduct Pre-installation Activities	8	17	25
		2. Perform power plant electromechanical main components installation	9	21	30
		3. Carry- out power plant Auxiliaries components installation	9	21	30
		4. Perform post installation activities	4	11	15
Total hours module 1			**30**	**70**	**100**
2	**Electrical Power Lines Construction**	1. Perform pre-construction activities	3	7	10
		2. Install Substation	6	14	20

		3. Perform overhead line construction	12	28	40
		4. Carry- out underground line construction	6	14	20
		5. Perform post-construction activities	3	7	10
Total hours module 2			**30**	**70**	**100**
3	**Electrical Rotating Machine Building**	1.Design electrical rotating machine Stator	4	11	15
		2. Design electrical rotating machine rotor	5	10	15
		3.Produce electrical rotating machine stator	8	17	25
		4.Produce electrical rotating machine rotor	6	14	20
		5.Fabricate electrical rotating machine accessories	4	11	15
		6. Assemble electrical rotating machine	3	7	10
Total hours module 3			30	70	100
4	**Power Plant Operation**	1.Perform pre-operation activities	4	11	15
		2. Monitor power plants operations.	15	35	50
		3.Report power plant operation activity	5	10	15
Total hours module 4			24	56	80
5	**Electrical Power System Maintenance**	1.Perform pre-maintenance activities	3	7	10

		2. Perform power plant electromechanical equipment maintenance.	5	20	25
		3. Perform electrical power line maintenance.	7	18	25
		4.Perform post-maintenance activities.	3	7	10
Total hours module 5			18	52	70
6	**Electrical automation system installation**	1. Perform pre install automation activities.	6	14	20
		2. Perform automation system installation.	20	50	70
		3. Perform post install automation activities.	3	7	10
Total hours module 6			29	71	100
7	**Electrical Vehicle (EV) Charging Station Installation**	1. Prepare electrical vehicle charging station workplace	4	11	15
		2. Assemble electrical vehicle charging station components	12	28	40
		3.Maintain electrical vehicle charging station	7	18	25
Total hours module 7			**23**	**57**	80
Total hours for all core modules			**176hours**	**404 hours**	**580 rs**

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 indicative content for each outcome. 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

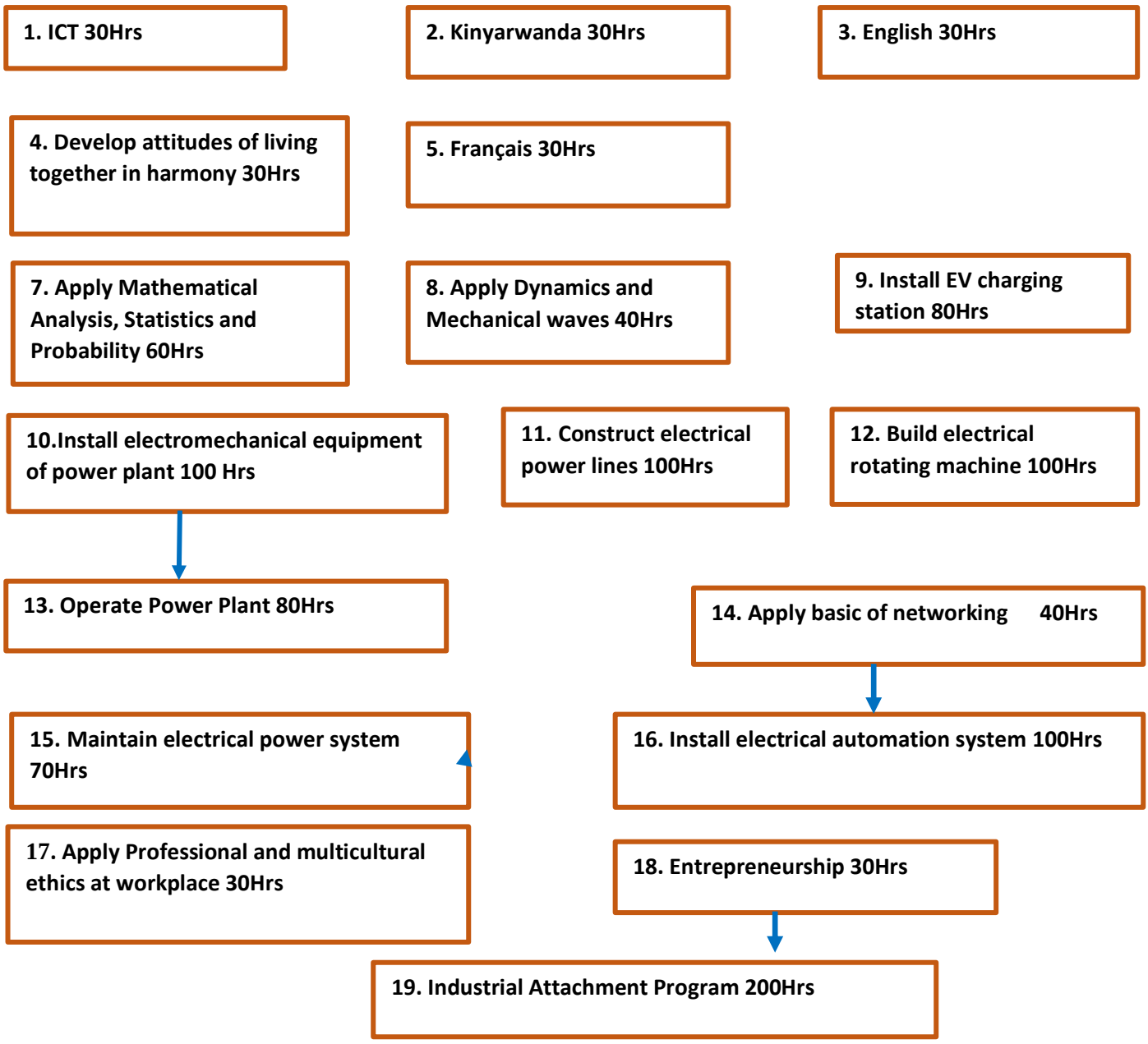
The competencies chart is a table that presents an overview of the specific competencies, the general competencies, the work process and the time allocated to each competency. This table provides an overall view of the competencies of the training program and allows identification of the logical sequence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

3.3. FLOW CHART



4.ASSESSMENT GUIDELINES

4.1 ASSESSMENT METHODOLOGY

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

4.2 PORTFOLIO

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

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

4.3 FORMATIVE ASSESSMENT

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

A trainee to be competent for a Specific 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

4. 4. SUMMATIVE /INTEGRATED ASSESSMENT

All Summative/Integrated assessment should match with the content of the module in the curriculum. Summative/Integrated Assessment is always 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 to 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="3">Training delivery</th><th>100%</th><th colspan="2">Assessment</th><th>Total 100%</th></tr>
<tr><td colspan="3">Theoretical content</td><td>30%</td><td rowspan="4">Formative assessment</td><td>30%</td><td rowspan="4">50%</td></tr>
<tr><td colspan="3">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="3"></td><td colspan="2">Summative Assessment</td><td>50%</td></tr>
</table>

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

5.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, analyzing and organizing information; communicating ideas and information; planning and organizing activities; working with others and in teams; using mathematical ideas and techniques; solving problems; and using technology.

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: A 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, range of variables