



Republic of Rwanda  
Ministry of Education



## CURRICULUM STRUCTURE

RQF LEVEL

4



## TVET CERTIFICATE IV in Water and Irrigation

AFPWIR4001

Kigali, August 2023



1200

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## List of Abbreviations

|                |                                                                                    |
|----------------|------------------------------------------------------------------------------------|
| <b>CV</b>      | Curriculum Vitae                                                                   |
| <b>DACUM</b>   | Developing a Curriculum                                                            |
| <b>EDPRS</b>   | Economic Development and Poverty Reduction Strategy                                |
| <b>IAP</b>     | Industrial Attachment Program                                                      |
| <b>IPRC</b>    | Integrated Polytechnics Regional College                                           |
| <b>MINEDUC</b> | Ministry of Education                                                              |
| <b>OHS</b>     | Occupational Health and Safety                                                     |
| <b>PPE</b>     | Personal Protective Equipment                                                      |
| <b>RQF</b>     | Rwandan Education Qualification Framework                                          |
| <b>RP</b>      | Rwanda polytechnic                                                                 |
| <b>TVET</b>    | Technical and Vocational Education and Training                                    |
| <b>UR/CST</b>  | University of Rwanda/ College of Science and Technology                            |
| <b>RSB</b>     | Rwanda Standard Board                                                              |
| <b>STECOMA</b> | Syndicat des Travailleurs des Entreprises de Construction, Menuiserie et Artisanat |
| <b>GDP</b>     | Gross Domestic Product                                                             |
| <b>BRC</b>     | British retail consortium                                                          |
| <b>EAV</b>     | Ecole agri- Vétérinaire                                                            |
| <b>GAP</b>     | Good agricultural practices                                                        |
| <b>GPS</b>     | Global positioning system                                                          |
| <b>IFS</b>     | International food standard                                                        |
| <b>ILO</b>     | International labour organization                                                  |
| <b>ISAE</b>    | Higher institute of agriculture and animal husbandry                               |
| <b>ISCO</b>    | International standard classification of occupations                               |
| <b>NTQF</b>    | National TVET qualification framework                                              |
| <b>RDB</b>     | Rwanda development board                                                           |
| <b>UR</b>      | University of Rwanda                                                               |
| <b>RRWA</b>    | Rwanda rainwater harvesting association                                            |
| <b>RTB</b>     | Rwanda Technical Vocational Education and Training Board                           |
| <b>NST1</b>    | National Strategic Transformation 1                                                |
| <b>SSIT</b>    | Small scale irrigation technology                                                  |

## Acknowledgments

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### Production team

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#### Facilitation

**1. CYIZA Vedaste**, Water and Irrigation Trades Specialist, RTB

#### Curriculum Development Team

#### Specific modules

| No | Names                  | Organization      | Position              |
|----|------------------------|-------------------|-----------------------|
| 1  | BYAGATONDA Walter      | ARBA Ltd          | Irrigation Eng        |
| 2  | SAFARI Jean Claude     | UR-CST            | Tutorial Assistant    |
| 3  | UWIHIRWE Judith        | UR-CAVM           | Assistant lecturer    |
| 4  | MAJORO Felicien        | UR-CST            | Lecturer              |
| 5  | NIYONSABA P. Celestin  | RAB               | Irrigation Engineer   |
| 6  | MUNYAMBONERA Divin     | M.A.M.U Ltd       | Irrigation consultant |
| 7  | MUKARUKAKA Placidie    | EAV Kabutare      | Trainer               |
| 8  | BIGIRIMANA Aimable     | ENF Berisons Ltd. | Irrigation Engineer   |
| 9  | NIYIGABA Jean Baptiste | IPRC Huye         | Instructor            |
| 10 | NGIRIRABANGA Pascal    | IPRC Huye         | Instructor            |

## 2. General modules

| No | Names                         | Organization  | Position                     |
|----|-------------------------------|---------------|------------------------------|
| 1  | UWITONZE Nestor               | UR/CST        | Lecture in Chemistry         |
| 2  | UFITINEMA Jean<br>Chrisostome | UR/CST        | Assistant Lecture in Biology |
| 3  | MUNEZERO Wivine               | IPRC NGOMA    | Teacher of Chemistry         |
| 4  | UFITINEMA<br>Bonaventure      | GSNDP Cyanika | Teacher of Mathematics       |
| 5  | NINKABANDI Theogene           | Nyanza TSS    | Teacher of Physics           |

## 3. Complementary modules

| #  | Names                          | Institution                              | Position                              |
|----|--------------------------------|------------------------------------------|---------------------------------------|
| 1  | DUSABEMARIYA Francine          | IPRC Kigali                              | Assistant Lecture in Entrepreneurship |
| 2  | NDAHAYO Jacques                | NYANZA TSS                               | Teacher of English                    |
| 3  | NTIVUGURUZZA Jean<br>Berchimas | GS KIGEYO/GIKONKO TVET<br>school         | Teacher of English                    |
| 4  | MUTAGANZWA Gilbert             | ES RUKARA                                | Umwarimu w'Ikinyarwanda               |
| 5  | MATATA Jean Bosco              | GS ADEBE                                 | Umwarimu w'Ikinyarwanda               |
| 6  | RIKUNZE Jean Damascene         | APEKI-Tumba                              | Teacher of French                     |
| 7  | RWAGASANA Emmanuel             | Buffer Technologies Ltd                  | Teacher of ICT                        |
| 8  | HARERIMANA Charles             | College de la lumiere de<br>Gashonga TSS | Teacher of ICT                        |
| 9  | NGEZAHAHO Emmanuel             | RUSUMO High School                       | Teacher of English                    |
| 10 | NTIVUGURUZZA Procure           | GSNDP Cyanika                            | Teacher of Entrepreneurship           |
| 11 | AKINGENEYE Angelique           | ACEJ Karama                              | Teacher of Entrepreneurship           |
| 12 | MBUGUJE Bienvenu               | IPRC NGOMA                               | Assistant Lecture in French           |
| 13 | SIBOMANA Abbas Mohamed         | IPRC NGOMA                               | Assistant Lecture in English          |
| 14 | HAKUNDWUMUKIZA Henry           | Lycee de Ruhango IKIREZI                 | Teacher of communication<br>skills    |
| 15 | MUHAYIMANA Theoneste           | Kayenzi TSS                              | Teacher of IAP                        |
| 16 | HAKIZIMANA Joseph              | ST Dominique Mazzarello<br>TSS           | Teacher of Kiswahili                  |

## FOREWORD

The global rapid changes in the labour market tends do 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 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 occupations of a surface irrigation maintenance operator, a sprinkler irrigation system operator, a drip irrigation system operator and irrigation water pump 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 and 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 amount 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 outcome. 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

In line with Government's target, the developed irrigated area should reach ~100,000 ha by the end of 2024. The investment plan covers the period 2020 to 2050 (30 years) with the objective of achieving 220,000 ha under irrigation by 2050. Irrigation requires specific training in water control, scheduling, improved application techniques, and maintenance.

The Government of Rwanda consider agriculture as major engine of growth for its economy. Unfortunately, variability of climate has a major impact on agriculture development. NST-1 and PSTA 4 recognize the need of increasing climate resilience and vulnerability management to avoid losses from weather or climate risks and huge dependence on rain fed agriculture. Rwanda's Strategic Plan for Agriculture Transformation (PSTA 4) sets out ambitious targets to turn around the agriculture sector and transform it into a knowledge-based, value-creating sector that continues to contribute to the national economy and ensures food and nutrition security by 2024. Irrigation Master Plan identifies 589,711ha potential irrigation areas in Rwanda (MINAGRI IMP, 2010). The GoR initiated irrigation development projects of marshlands, hillside and small-scale irrigation to increase land under irrigation. Currently, The total land under irrigation is estimated to 66,840.5 ha composed of 37,273 ha of marshlands, 8,780 ha of hillside and 20,787.5 ha of SSIT developed, which is about 65% of the total target of PSTA-4 (2023/24). The target is set at 102,284 ha by 2024 as planned in NST1. The government's annual target for land under small scale irrigation (SSI) is 2,000 hectares. The irrigation in Rwanda is very expensive in investment due to some irrigation experts and some tools, equipment and materials for the sector that are imported from foreigner countries; in addition, operation and maintenance performance of irrigation schemes are inefficient compared to the modern irrigation system standards due to lack of skills and knowledge in irrigation. Therefore the skills constraint can be fixed out by setting clear target in skills of irrigation by providing an appropriate trainings.

The strategic priorities identified in the "Education Sector Strategic Plan" (ESSP), relates to an improvement of the Technical and Vocational Education Training (TVET) system to satisfy the market demand of qualified workers. TVET in Rwanda has the aim to create competent, motivated, adaptable, innovative, and self-reliant workforce to contribute to the economic and social development of the country, thus improving the livelihoods of all Rwandans and reducing poverty sustainably. It also seeks to strengthen the culture of self-employment and supporting job creation in the economy. Curricula help to facilitate the learning process in a way, that learners acquire the set of occupational competences (skills, knowledge and attitude) required at the working place and defined in the occupational standards (OS).

This qualification prepares individuals to integrate the irrigation sub-sector and operate as Surface irrigation maintenance system Operator, Drip Irrigation System Operator, Sprinkler Irrigation System Operator, Irrigation water pump operator qualified worker. The individuals with this qualification can move to other levels as per RQF requirements.

## 2. QUALIFICATION DETAILS

### 2.1. Description

|                    |                                            |
|--------------------|--------------------------------------------|
| <b>Title:</b>      | TVET Certificate 4 in Water and Irrigation |
| <b>Level:</b>      | RQF Level 4                                |
| <b>Credits:</b>    | 1200                                       |
| <b>Sector:</b>     | Agriculture and Food Processing            |
| <b>Trade:</b>      | Water and Irrigation                       |
| <b>Issue date:</b> | August,2023                                |

### 2.2 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 Agriculture farm enterprises where different irrigation and drainage systems are carried out. Learners may work with some autonomy or in a team but usually under close supervision.

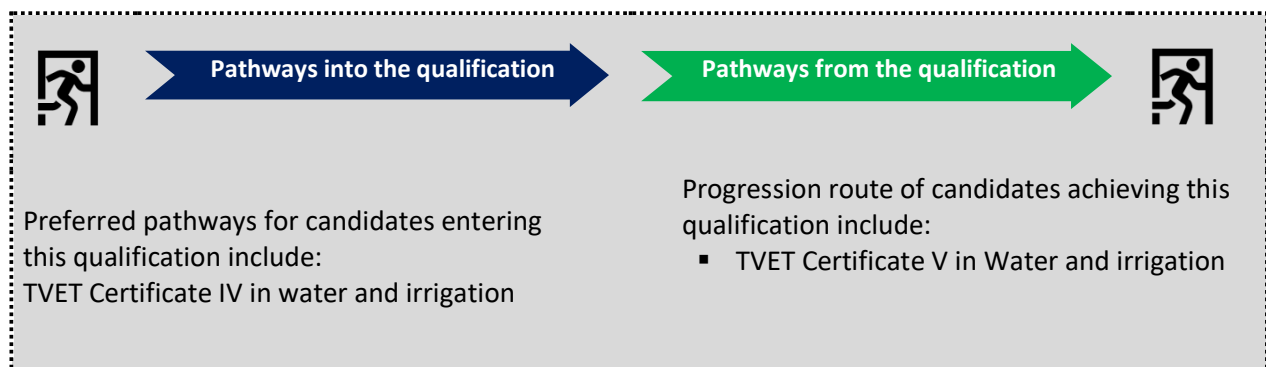
**At the end of this qualification, qualified learners will be able to:**

1. Develop a business plan
2. Apply computer skills
3. Use intermediate English at workplace
4. Gukoresha Ikinyarwanda kiboneye
5. Exprimer des opinions en français élémentaire
6. Promote culture of peace
7. Apply Fundamental Mathematical Analysis
8. Apply basic knowledge of organic chemistry
9. Demonstrate Basic knowledge of General Biology
10. Apply mechanics and properties of matter
11. Apply basic knowledge of Hydrology

12. Establish surface irrigation system
13. Implement the plan of drip irrigation schedule
14. Install drip irrigation system
15. Install sprinkler irrigation system
16. Operate drip irrigation system
17. Operate sprinkler irrigation system
18. Participate in irrigation community mobilization
19. Construct surface drainage infrastructures
20. Integrate the workplace

## 2.4 Minimum entry requirements and pathways

The minimum entry requirement to this course is to be mentally fit with an interest in water and irrigation and related areas.



## 2.5 Job related information

This qualification prepares individuals to integrate the modern agriculture and Food processing industry with the professionalization of water and irrigation. This qualification again offers the opportunity to execute the works as Irrigation pump operator, Pressurized irrigation installation, Operation and maintenance technician, Irrigation field work Foreman while ensuring that safety, security and environmental regulations are respected.



### Possible jobs related to this qualification

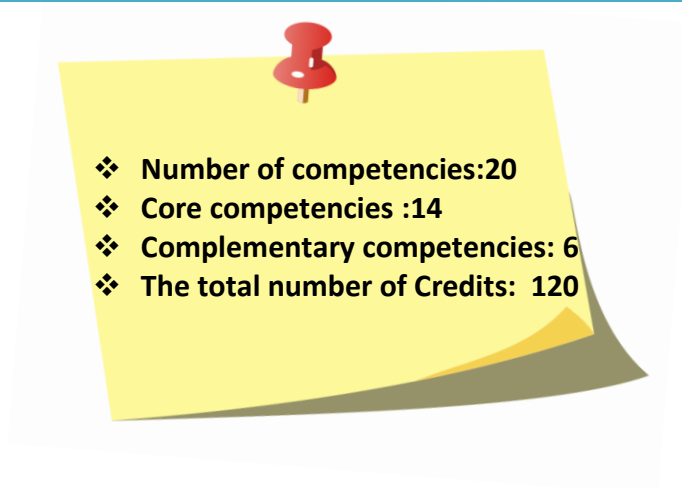
- 1.A surface irrigation system operator;
- 2.A sprinkler irrigation system operator;
- 3.A drip irrigation system operator and
- 4.Irrigation water pump operator

## 2.6 Information about competencies

| No    | Code     | Complementary competencies                    | Credit |
|-------|----------|-----------------------------------------------|--------|
| 1     | CCMBC402 | Develop a business plan                       | 3      |
| 2     | CCMCL402 | Apply computer skills                         | 3      |
| 3     | CCMCT401 | Promote culture of peace                      | 3      |
| 4     | CCMEN402 | Use intermediate English at workplace         | 3      |
| 5     | CCMKN402 | Gukoresha Ikinyarwanda cy'umunyamwuga         | 3      |
| 6     | CCMFT402 | Exprimer des opinions en français élémentaire | 3      |
| Total |          |                                               | 18     |

|          | No  | Code     | Core competencies                                | Credit |
|----------|-----|----------|--------------------------------------------------|--------|
| GENERAL  | 1.  | GENFA402 | Apply Fundamental Mathematical Analysis          | 6      |
|          | 2.  | GENAB402 | Demonstrate knowledge of General Biology         | 3      |
|          | 3.  | GENAC402 | Demonstrate knowledge of Organic Chemistry       | 3      |
|          | 4.  | GENMP402 | Apply mechanics and properties of matter         | 4      |
|          | 5.  | WIRHP401 | Apply basic knowledge of hydrology principles    | 4      |
| SPECIFIC | 6.  | WIRES401 | Establish surface irrigation system              | 10     |
|          | 7.  | WIRPD401 | Implement the plan of drip irrigation schedule   | 8      |
|          | 8.  | WIRID401 | Install drip irrigation system                   | 7      |
|          | 9.  | WIRIS401 | Install sprinkler irrigation system              | 8      |
|          | 10. | WIROD401 | Operate drip irrigation system                   | 6      |
|          | 11. | WIROS401 | Operate sprinkler irrigation system              | 7      |
|          | 12. | WIRPC401 | Participate in irrigation community mobilization | 5      |

|              |            |          |                                            |            |
|--------------|------------|----------|--------------------------------------------|------------|
|              | <b>13.</b> | WIRCD401 | Construct surface drainage infrastructures | <b>9</b>   |
|              | <b>14.</b> | WIRIA402 | Integrate the workplace                    | <b>20</b>  |
| <b>Total</b> |            |          |                                            | <b>100</b> |



## 2.7 Allocation of Learning Hours

| No                   | Module name      | Learning Outcome                                                                              | Theoretical hours | Practical hours | Total hours |
|----------------------|------------------|-----------------------------------------------------------------------------------------------|-------------------|-----------------|-------------|
| 1                    | Entrepreneurship | LO1. Identify elements of business plan                                                       | 7                 | 3               | 10          |
|                      |                  | LO2. Write a business plan                                                                    | 5                 | 5               | 10          |
|                      |                  | LO3. Establish business contingency plan                                                      | 4                 | 3               | 7           |
|                      |                  | LO4. Present a business plan                                                                  | 1                 | 2               | 3           |
| Total hours module 1 |                  |                                                                                               | 17                | 13              | 30          |
| 2                    | ICT              | LO1. Describe the operating system                                                            | 4                 | 11              | 15          |
|                      |                  | LO2. Customize the computer features                                                          | 3                 | 7               | 10          |
|                      |                  | LO3. Protect computer system                                                                  | 2                 | 3               | 5           |
| Total hours module 2 |                  |                                                                                               | 9                 | 21              | 30          |
| 3                    | Citizenship      | LO1. Make a Comparative study of Genocides.                                                   | 7                 | 3               | 10          |
|                      |                  | LO2. Protect human rights                                                                     | 7                 | 3               | 10          |
|                      |                  | L.O3. Promote Peace and social cohesion                                                       | 7                 | 3               | 10          |
| Total hours module 3 |                  |                                                                                               | 21                | 9               | 30          |
| 4                    | English          | L.O1. Write factual, descriptive, and explanatory correspondence text.                        | 4                 | 5               | 9           |
|                      |                  | L.O2. Apply a range of listening strategies and activities to understand predictable messages | 4                 | 3               | 7           |

|                      |              |                                                                                                                                                                                              |    |    |    |
|----------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|
|                      |              | L.O3. Discussion, supporting or refute ideas on general and trade-related topics                                                                                                             | 3  | 4  | 7  |
|                      |              | L.O4. Read medium texts on general and trade-related topics                                                                                                                                  | 4  | 3  | 7  |
| Total hours module 4 |              |                                                                                                                                                                                              | 15 | 15 | 30 |
| 5                    | Ikinyarwanda | L.O1. Gukoresha ubuvanganzo gakondo bufatiye ku mwuga ashyikirana n’abandi , gutandukanya ubwoko bw’inshinga no gukoresha ikomorazina n’ikomoranshinga .                                     | 6  | 4  | 10 |
|                      |              | L.O2. Gukoresha Ikinyarwanda uwiga agaragaza ibyiza by’ikoranabuhanga mu iterambere ry’umwuga no gusesengura ibinyazina binyuranye.                                                          | 2  | 3  | 5  |
|                      |              | L.O3. Gukoresha Ikinyarwanda uwiga agaragaza ububi bw’ibiyobyabwenge mu rubyiruko, kugaragaza amategeko y’igenamajwi yerekeye n’ingombajwi mu izina mbonera no kunoza imyandikire y’inyuguti | 2  | 3  | 5  |

|                      |                                                  |                                                                                                                                                      |    |    |    |
|----------------------|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|
|                      |                                                  | nkuru mu nteruro.                                                                                                                                    |    |    |    |
|                      |                                                  | L.O4. Gukoresha<br>Ikinyarwanda uwiga<br>agaragaza uburyo<br>bunyuranye bwo<br>gufata neza ibidukikije<br>no gukoresha<br>indangahantu<br>n’ibyungo. | 2  | 3  | 5  |
|                      |                                                  | L.O5. Gukoresha<br>Ikinyarwanda uwiga<br>agaragaza akamaro<br>k’ubutabazi bw’ibanze<br>no gukoresha<br>impakanyi n’indango<br>z’inshinga.            | 3  | 2  | 5  |
| Total hours module 5 |                                                  |                                                                                                                                                      | 15 | 15 | 30 |
| 6                    | Français                                         | L.O1. Préciser des<br>informations,                                                                                                                  | 6  | 5  | 11 |
|                      |                                                  | L.O2. Décrire des<br>personnes<br>et des lieux et exprimer<br>ses goûts                                                                              | 4  | 4  | 8  |
|                      |                                                  | L.O3. Indiquer<br>l’itinéraire.                                                                                                                      | 5  | 6  | 11 |
| Total hours module 6 |                                                  |                                                                                                                                                      | 15 | 15 | 30 |
| 7                    | Apply<br>fundamental<br>Mathematical<br>Analysis | LO1: Analyse<br>algebraic functions                                                                                                                  | 8  | 7  | 15 |
|                      |                                                  | LO2: Apply<br>fundamentals of                                                                                                                        | 10 | 10 | 20 |

|                      |                                            |                                                                      |    |    |    |
|----------------------|--------------------------------------------|----------------------------------------------------------------------|----|----|----|
|                      |                                            | differentiation                                                      |    |    |    |
|                      |                                            | LO3: Apply exponential functions                                     | 7  | 8  | 15 |
|                      |                                            | LO4: Apply logarithmic functions                                     | 5  | 5  | 10 |
| Total hours module 7 |                                            |                                                                      | 30 | 30 | 60 |
| 8                    | Apply Mechanics and Properties of Matter   | LO1: Describe laws of motion and their applications                  | 3  | 1  | 4  |
|                      |                                            | LO2: Apply static equilibrium and elasticity                         | 4  | 4  | 8  |
|                      |                                            | LO3: Analyse fluid mechanics                                         | 4  | 2  | 6  |
|                      |                                            | LO4: Apply thermodynamics                                            | 4  | 5  | 9  |
|                      |                                            | LO5: Examine effects of electric current flow in DC electric circuit | 3  | 4  | 7  |
|                      |                                            | LO6: Apply geometric instruments                                     | 3  | 3  | 6  |
| Total hours module 8 |                                            |                                                                      | 21 | 19 | 40 |
| 9                    | Demonstrate Knowledge of Organic Chemistry | LO1: Explain organic compounds                                       | 8  | 2  | 10 |
|                      |                                            | LO2: Discuss biochemical molecules                                   | 5  | 5  | 10 |

|                       |                                                 |                                                                    |    |     |     |
|-----------------------|-------------------------------------------------|--------------------------------------------------------------------|----|-----|-----|
|                       |                                                 | LO3: Describe polymers                                             | 2  | 8   | 10  |
| Total hours module 9  |                                                 |                                                                    | 15 | 15  | 30  |
| 10                    | Demonstrate Knowledge of General Biology        | LO1: Describe biological macromolecules structure and function     | 7  | 3   | 10  |
|                       |                                                 | LO2: Illustrate patterns of genetic inheritance                    | 7  | 3   | 10  |
|                       |                                                 | LO3: Distinguish various microbial structures and their importance | 4  | 6   | 10  |
| Total hours module 10 |                                                 |                                                                    | 18 | 12  | 30  |
| 11                    | Integrate the Workplace                         | Investigate and secure industrial attachment place                 | 8  | 2   | 10  |
|                       |                                                 | Deal with industrial attachment challenges at workplace            | 7  | 3   | 10  |
|                       |                                                 | Get briefed on industrial attachment program                       | 8  | 2   | 10  |
|                       |                                                 | Develop one’s competencies on the workplace                        | 7  | 163 | 170 |
| Total hours module 11 |                                                 |                                                                    | 30 | 170 | 200 |
| 12                    | Construction of surface drainage infrastructure | Identify the excess water in the plot                              | 3  | 7   | 10  |

|                       |                                                   |                                                                    |    |    |     |
|-----------------------|---------------------------------------------------|--------------------------------------------------------------------|----|----|-----|
|                       |                                                   | Prepare for drainage system installation activities                | 5  | 15 | 20  |
|                       |                                                   | Carry out drainage site preparation                                | 5  | 15 | 20  |
|                       |                                                   | Construct surface drainage infrastructures                         | 10 | 30 | 40  |
| Total hours module 12 |                                                   |                                                                    | 23 | 67 | 90  |
| 13                    | ESTABLISHMENT OF SURFACE IRRIGATION SYSTEM        | Organize resources requirement                                     | 7  | 13 | 20  |
|                       |                                                   | Implement the design of the surface irrigation                     | 7  | 13 | 20  |
|                       |                                                   | Establish a drainage system for surface irrigation scheme          | 9  | 21 | 30  |
|                       |                                                   | Complete installation work                                         | 9  | 21 | 30  |
| Total hours module 13 |                                                   |                                                                    | 32 | 68 | 100 |
| 14                    | IMPLEMENTING THE PLAN OF DRIP IRRIGATION SCHEDULE | Organize resources for installation of sprinkler irrigation system | 3  | 7  | 10  |
|                       |                                                   | Assemble spans for moving and center pivot                         | 7  | 13 | 20  |
|                       |                                                   | Complete assembly of sprinkler component                           | 9  | 21 | 30  |
|                       |                                                   | Establish a drainage system for sprinkler irrigation scheme        | 7  | 13 | 20  |
| Total hours module 14 |                                                   |                                                                    | 26 | 54 | 80  |
| 15                    | INSTALLATION OF DRIP IRRIGATION SYSTEM            | Organize resources for installation of drip irrigation system      | 3  | 7  | 10  |
|                       |                                                   | Complete assembly of                                               | 7  | 13 | 20  |

|                       |                                             |                                                                    |    |    |    |
|-----------------------|---------------------------------------------|--------------------------------------------------------------------|----|----|----|
|                       |                                             | drip component                                                     |    |    |    |
|                       |                                             | Establish a drainage system for drip irrigation scheme             | 7  | 13 | 20 |
|                       |                                             | Complete installation work                                         | 7  | 13 | 20 |
| Total hours module 15 |                                             |                                                                    | 24 | 46 | 70 |
| 16                    | INSTALLATION OF SPRINKLER IRRIGATION SYSTEM | Organize resources for installation of sprinkler irrigation system | 3  | 7  | 10 |
|                       |                                             | Assemble spans for moving and center pivot                         | 7  | 13 | 20 |
|                       |                                             | Complete assembly of sprinkler component                           | 7  | 13 | 30 |
|                       |                                             | Establish a drainage system for sprinkler irrigation scheme        | 7  | 13 | 20 |
| Total hours module 16 |                                             |                                                                    | 24 | 46 | 80 |
| 17                    | OPERATING DRIP IRRIGATION SYSTEM            | Carry out pre-start checks                                         | 3  | 7  | 10 |
|                       |                                             | Start up and inspect system                                        | 5  | 15 | 20 |
|                       |                                             | Apply fertigation based on supervisor instructions                 | 3  | 7  | 10 |
|                       |                                             | Shut down the system based upon irrigation indicators              | 7  | 13 | 20 |
| Total hours module 17 |                                             |                                                                    | 18 | 42 | 60 |
| 18                    | OPERATING SPRINKLER IRRIGATION SYSTEM       | Organize resources for installation of sprinkler irrigation system | 6  | 14 | 20 |
|                       |                                             | Assemble spans for moving center pivot                             | 9  | 21 | 30 |
|                       |                                             | Complete assembly of sprinkler component                           | 7  | 13 | 20 |
| Total hours module 18 |                                             |                                                                    | 24 | 56 | 70 |

|                       |                                                             |                                                          |    |    |    |
|-----------------------|-------------------------------------------------------------|----------------------------------------------------------|----|----|----|
| 19                    | PARTICIPATING<br>IN IRRIGATION<br>COMMUNITY<br>MOBILIZATION | Identify mobilization objectives and methodologies       | 3  | 7  | 10 |
|                       |                                                             | Prepare for mobilization activities                      | 5  | 10 | 15 |
|                       |                                                             | Disseminate information to support change                | 5  | 10 | 15 |
|                       |                                                             | Monitor and evaluate mobilization outcomes               | 3  | 7  | 10 |
| Total hours module 19 |                                                             |                                                          | 16 | 34 | 50 |
| 20                    | Apply hydrological principles                               | Collect, analyze and interpret hydro-meteorological data | 3  | 7  | 10 |
|                       |                                                             | Estimate Runoff                                          | 3  | 7  | 10 |
|                       |                                                             | Determine Stream Flow                                    | 6  | 14 | 20 |
| Total hours module 20 |                                                             |                                                          | 16 | 34 | 50 |

### 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 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

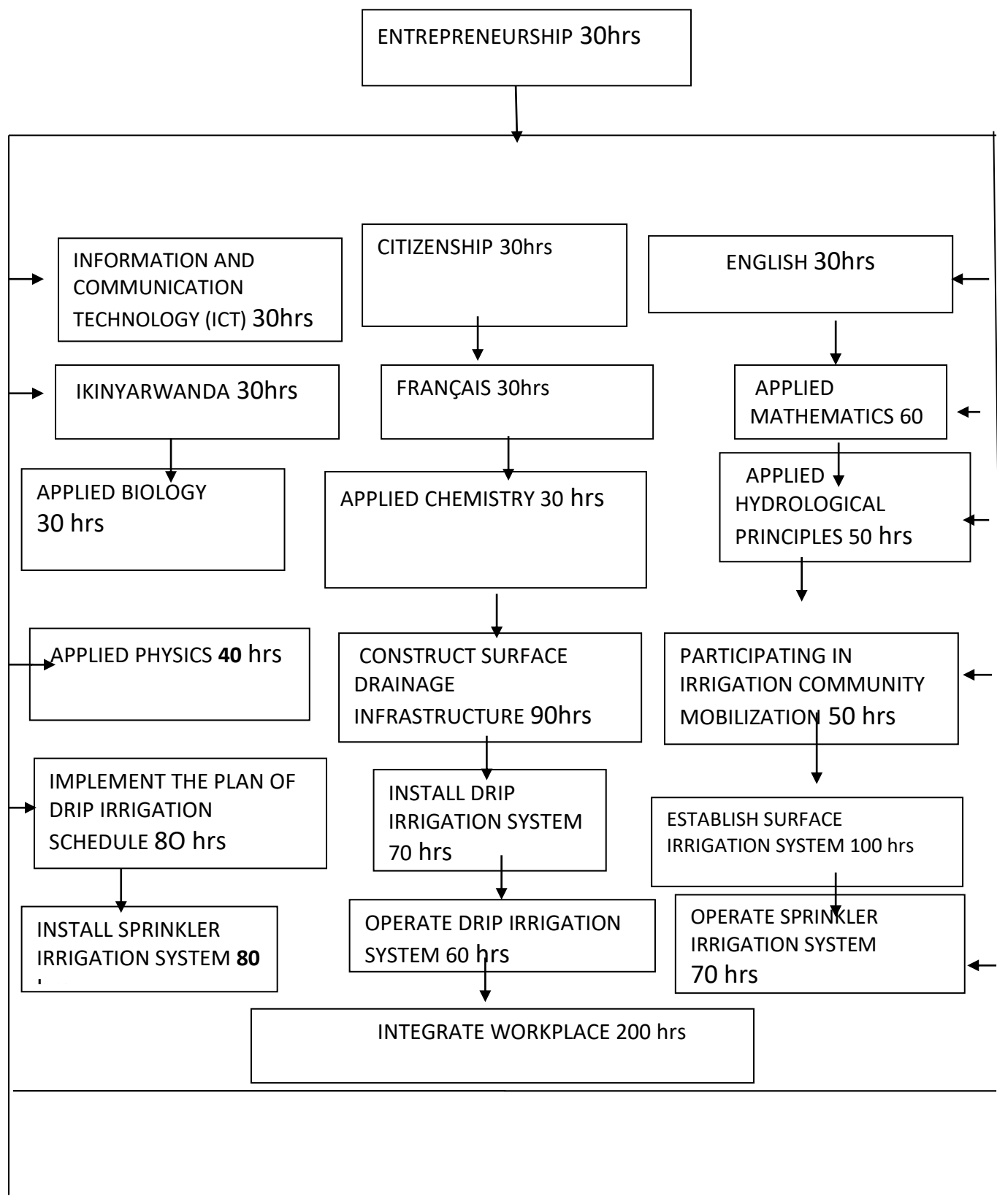


Figure 1: Flowchart

## 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.

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<br>assessment | 30% | 50%        |
| Practical work:                |     | 70%                  |                         | 70% |            |
| Group project and presentation | 20% |                      |                         |     |            |
| Individual project /Work       | 50% |                      |                         |     |            |
|                                |     | Summative Assessment |                         |     | 50%        |

**Note:** 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.

## 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 learning, 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 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.**
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, 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.
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:** 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.
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 labor 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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