

Training Chronogram implementation guidelines for School year 2024-2025

1. Rationale

Pursuant to the presidential order N° 123/01 of 15/10/2020 establishing Rwanda TVET board and ministerial order N° 001/MINEDUC/2021 of 20/01/2021 determining standard in education, Rwanda TVET Board was tasked with ensuring quality of training and promoting best practices in technical and vocational basic education programs, In its mandate of developing and monitoring the implementation of TVET curricula, RTB commits to provide this document entitled “**Training Chronogram implementation guideline for School year 2024-2025**” for both private and public TVET schools (TSS and TVET wings) to guide curriculum implementers and quality assurers on current changes and updates to be considered this school year 2024-2025 and avoid disparities in training planning, delivery and assessment.

In TVET, competency-based curriculum is a document that emphasizes on competences (skills, knowledge and attitudes) that learners are expected to do rather than what they are expected to know. In principle, such a curriculum is learner-centred and adaptive to the changing needs of students, teachers, and labor market.

From the curriculum, a chronogram is developed for each level of each trade to guide curriculum implementers on the workload and logical sequence of training and learning activities, it is used to clarify main parts of concerned school calendar whereby periods per week are defined for each competence to be delivered.

Training chronogram is a plan which combines school calendar and mapping of competences switched to a purpose-built of training scheduling system. This system is built for training providers and /or other educational stakeholders who need to scale. It includes logical flow of all competences for a specific level of a given trade and training duration to schedule and manage training courses. Indeed, the training chronogram keeps you organized on daily back-office processes, freeing you up to focus on training delivery, training progress monitoring as well as skills growth.

2. Specific objectives

The main purpose of this document is the following:

- ❖ To guide TVET schools in curricula implementation for the school year 2024-2025;
- ❖ To guide TVET Schools on how to adapt themselves to the situation of competence-based training management and assessment (CBT/CBA)

3. Updates and adjustments done on curricula

Referring to the Competence-Based Curriculum development framework, TVET curriculum is developed for each level of each trade. From this, RTB would like to inform implementers on the following:

- Training hours for all Levels (3, 4 and 5) are 1200 learning hours, equivalent to 1800 periods.
- Level 5 curricula are revised in 2024 to meet labor market needs and address feedback from implementers.
- Referring to the chronograms of each level; the time for Industrial Attachment Program from Level 3 to Level 5 is equivalent to 600 hours which are dispatched as 200 hours for each level respectively.

4. Chronogram interpretation

4.1 Trade specification

 Republic of Rwanda Ministry of Education	 RTB RWANDA TVET BOARD
TRAINING CHRONOGRAM	
SECTOR:	Energy
TRADE:	Electrical technology
RTQF LEVEL:	5
QUALIFICATION TITLE:	TVET Certificate V in Electrical technology
SCHOOL YEAR	2024-2025

4.2 Name, code, and learning hours/periods for specific, general and complementary competences

DATE	CORE COMPETENCES										COMPLEMENTARY COMPETENCES						Co-Curricular activities	Integrate the workplace	Total periods/week
	SPECIFIC					GENERAL COMPETENCES													
	ELTA501	ELTE501	ELTC501	ELTB501	ELTM501	ELTP501	ELTY501	GENB501	GENA502	GENM502	CCMP502	CCMN502	CCMW502	CCMF502	CCME502	CCMZ501			
Modules hours	100	100	100	100	70	80	80	40	60	40	30	30	30	30	30	30	20	200	1200
Modules periods	150	150	150	150	105	120	120	60	90	60	45	45	45	45	45	45	30	300	1800

4.3 Weekly time (range of Dates) allocation per term

1	06-10/01/2025
2	13-17/01/2025
3	20-24/01/2025
4	27-31/01/2025
5	03-07/02/2025
6	10-14/02/2025
7	17-21/02/2025
8	24-28/02/2025
9	03-07/03/2025
10	PERIODS RESERVED FOR DISTRICT COMPREHENSIVE ASSESSMENT(10 /03-21/03/2025)
11	

4.4 Periods for each competence to be covered per week

DATE	CORE COMPETENCES										COMPLEMENTARY COMPETENCES						Co-Curricular activities	Integrate the workplace	Total period/week
	SPECIFIC					GENERAL COMPETENCES													
	Install electrical automation system ELTAS01	Install electromechanical equipment of power plant ELTES01	Construct Electrical Power Line ELTLC01	Build electrical rotating machine ELTMS01	Maintain electrical power system ELTMS01	Operate power plant ELTPOS1	Install Electrical Vehicle (EV) Charging Station ELTVCS01	Perform Basics of Networking GENBS01	Apply Mathematical Analysis, Statistics and Probability GENAS02	Apply Dynamics and Mechanical waves GENMS02	Apply professional and technical skills at workplace CCMFS02	Communicate in French CCMNS02	Use ICT at workplace CCMIS02	Echanger des idées en Français CCMFT 02	Use upper-intermediate English at the workplace CCMENS02	Develop attitude of thinking logical in learning CCMCZ01			
Modules hours	100	100	100	100	70	80	80	40	60	40	30	30	30	30	30	30	20	200	1200
Modules periods	150	150	150	150	105	120	120	60	90	60	45	45	45	45	45	45	30	300	1800
FIRST TERM: FROM 09 SEPTEMBER TO 20 DECEMBER/2024: 15 WEEKS																			
1	09-13/09/2024	5	5	5	4	5	4	3	4	2	2	2	1	2	2	1	2	1	50
2	16-20/09/2024	5	5	5	4	5	4	3	4	2	2	2	1	2	2	1	2	1	50
3	23-27/09/2024	5	5	5	4	5	4	3	4	2	2	2	1	2	2	1	2	1	50
4	30-04/10/2024	5	5	5	4	5	4	3	4	2	2	2	1	2	2	1	2	1	50
5	07-11/10/2024	5	5	5	4	5	4	3	4	2	2	2	1	2	2	1	2	1	50
6	14-18/10/2024	2	4	4	5	4	5	4	3	4	2	2	2	1	2	2	1	2	50

4.5 Periods dedicated for School, District and National comprehensive assessment are respectively defined basing on the weight/type of competence (specific, general and complementary) and time it is taken for both written/ practical exam.

4.5 (a) School comprehensive assessment

14	PERIODS RESERVED FOR SCHOOL COMPREHENSIVE ASSESSMENT(09/12/2024 - 20/12/2024)	8	6	7	6	4	4	4	3	3	3	2	3	2	3	3	2	2	1	66
15	SUB-TOTAL 1	32	65	68	68	56	69	56	42	55	29	28	27	15	25	25	15	27	14	716

4.5 (b) District comprehensive assessment.

10	PERIODS RESERVED FOR DISTRICT COMPREHENSIVE ASSESSMENT(10/03-21/03/2025)	8	6	7	6	4	4	4	3	3	3	2	3	2	3	3	2	2	2	2	69
11	SUB-TOTAL 2	62	47	42	40	37	31	42	18	23	21	17	12	18	12	12	18	11	11	45	519

4.5 (c) National comprehensive assessment.

8	PERIODS RESERVED FOR NATIONAL COMPREHENSIVE ASSESSMENT(09/06/2025-27/06/2025)	5	5	5	5	5	5	3	2	3	2	3	3	2	2	3	2	2	2	0	66	
9	SUB-TOTAL 3	5	37	32	5	31	12	26	3	2	9	4	9	9	2	2	9	8	2	2	263	
10	GRAND TOTAL	105	180	120	105	120	75	120	90	45	60	45	90	45	45	45	45	45	45	30	300	1800

END OF SCHOOL YEAR 2024-2025

4.6 Hours dedicated for Industrial Attachment Program are 200 equivalents to 300 periods for Level 3 School based industrial attachment program including theoretical content and practical works. For level 4 and level 5 Industrial Attachment Program took place in industry/workplace.

4.6(a): Periods for school based industrial attachment

THIRD TERM: FROM 21 APRIL TO 27 JUNE/2025: 10 WEEKS		
1	21-25/04/2025	SCHOOL BASED INDUSTRIAL ATTACHMENT PROGRAM
2	28/04-02/05/2025	
3	05-09/05/2025	
4	12-16/05/2025	
5	19-23/05/2025	
		255

4.6(b): For level 4 and level 5 Industrial Attachment Program took place in industry/workplace

❖ For level 4

THIRD TERM: FROM 21 APRIL TO 27 JUNE/2025: 10 WEEKS		
HOLIDAYS:05-20/04/2025		
1	21-25/04/2025	INDUSTRIAL ATTACHMENT PROGRAM
2	28/04-02/05/2025	
3	05-09/05/2025	
4	12-16/05/2025	IAP INTERVIEW
		205
		50

❖ For level 5

10	PERIODS RESERVED FOR DISTRICT COMPREHENSIVE ASSESSMENT(10 03- 21 03/2025)	8	6	7	6	4	4	4	3	3	3	2	3	2	3	3	2	2	2	2	69
11																					
SUB-TOTAL 2		62	47	42	40	37	31	42	18	23	21	17	12	18	12	12	18	11	11	45	519
12	24-28/03/2025	INDUSTRIAL ATTACHMENT PROGRAM																			
13	31-04/04/2025																				
HOLD	07-11/04/2025																				
AY	14-18/04/2025																				
THIRD TERM: FROM 21 APRIL TO 27 JUNE/2025: 10 WEEKS																					
1	21-25/04/2025	IAP Interview																			50

Note:

- This chronogram also shows **co-curricular activities** (library research, sports, and clubs, Etc.) as planned pedagogical activity, with 20 learning hour’s equivalent to 30 periods for each level.
- For level 3 and level 4 National comprehensive assessments is set to three consecutive weeks; week 1 and week 2 are reserved for National comprehensive assessment and the third week is reserved for final second sitting/Reassessment to avoid disparities in students promotion/deliberation.

Annex1: Daily training schedule

- Within this chronogram, 1 period is considered as single learning hour equivalent to 40 minutes and the whole week is composed of 50 periods as a sum of 10 periods planned on daily basis as it shown in the table below:

Time	Activity from Monday to Friday	
8:30-8:45	School Assembly	Morning shift
8:45-9:25	Lesson 1	
9:25-10:05	Lesson 2	
10:05-10:45	Lesson 3	
10:45-11:00	Break	
11:00-11:40	Lesson 4	
11:40-12:20	Lesson 5	
12:20-13:25	Lunch at school (1H05)	
13:25-14:05	Lesson 6	

14:05-14:45	Lesson 7	Afternoon shift
14:45-15:25	Lesson 8	
15:25-15:40	Break	
15:40-16:20	Lesson 9	
	Lesson 10	

