
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

| | | | |
|---|---|---|--|
| <div>Republic of Rwanda</div> <div></div> <div>Ministry of Education</div> | | <div></div> <div>RTB RWANDA TVET BOARD</div> | |
| 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 | | | | | | | | | | | | | | | |
| | | Install electrical automation system | Install electromechanical equipment of power plant | Construct Electrical Power Line | Build electrical rotating machine | Maintain electrical power system | Operate power plant. | Install Electrical Vehicle (EV) Charging Station | Perform Basics of Networking | Apply Mathematical Analysis, Statistics and Probability | Apply Dynamics and Mechanical waves | Apply professional and multicultural ethics at workplaces | Communicate in Kinyarwanda | Use ICT at workplace | Echanger des idées en français | Use upper intermediate English at the workplace | Develop attitude of living together in harmony | Organize a business | | | | |
| Modules hours | ELTA501 | ELTE501 | ELTC501 | ELTMB501 | ELTPM501 | ELTPQ501 | ELTYC501 | GENBN501 | GENAP502 | GENDM502 | 30 | CCMPF502 | CCMKN502 | CCMIW502 | CCMFT502 | CCMEN502 | CCMCZP501 | CCMDB502 | 20 | 200 | 1200 | |
| Modules periods | 150 | 150 | 150 | 150 | 105 | 120 | 120 | 60 | 90 | 60 | 45 | 45 | 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 periods/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 ELTMB01 | Maintain electrical power system ELTPM01 | Operate power plant ELTP001 | Install Electrical Vehicle (EV) Charging Station ELTVCS01 | Perform Basics of Networking GENBS01 | Apply Mathematical Analysis, Statistics and Probability GENAP02 | Apply Dynamics and Mechanical waves GENDM02 | Apply professional and management skills at workplace Gokoroha | | | | | | | | |

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 | 69 |
| 11 | SUB-TOTAL 2 | 62 | 47 | 42 | 40 | 37 | 31 | 42 | 18 | 23 | 21 | 17 | 12 | 18 | 12 | 12 | 18 | 11 | 11 | 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 | 5 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 66 |
| 9 | SUB-TOTAL 3 | 5 | 37 | 32 | 5 | 31 | 12 | 26 | 3 | 2 | 9 | 4 | 9 | 9 | 2 | 2 | 9 | 8 | 2 | 263 |
| 10 | GRAND TOTAL | 105 | 180 | 120 | 105 | 120 | 75 | 120 | 90 | 45 | 60 | 45 | 90 | 45 | 45 | 45 | 45 | 45 | 30 | 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 | | INDUSTRIAL ATTACHMENT PROGRAM |
| 1 | 21-25/04/2025 | |
| 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- 31/03/2025) | 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 | | | | | | | | | | | | | | | | | | | 205 |
| 13 | 31-04/04/2025 | | | | | | | | | | | | | | | | | | | | |
| HOLD AY | 07-11/04/2025 | | | | | | | | | | | | | | | | | | | | |
| | 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 | |

