



**TECHNICAL AND VOCATIONAL EDUCATION  
AND TRAINING AUTHORITY**

**Competence Based Education and Training  
and Assessment Standards & Guidelines**

**(CBETA STANDARDS AND GUIDELINES)**

**June 2018**

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## 1. Background

In the Fourth Schedule, the Kenya Constitution, 2010 apportions mandate between the national and county government. With respect to higher education, science and technology, the division of functions between the national and county government can be summarized as follows:

NATIONAL GOVERNMENT	COUNTY GOVERNMENTS
Education policy, standards, curricula, examinations and the granting of university charters.	Village polytechnics, home craft centres (Vocational Training Centres)
Universities, tertiary educational institutions and other institutions of research and higher learning	
Intellectual property rights	
Promotion of sports and sports education	

The Ministry in charge of TVET training (Ministry of Education) has designated the task of provision of Standards and Guidelines in TVET educational institutions to TVET Authority to regulate curricula development and examinations, training delivery and trainer's qualifications.

### 1.1 Sessional/Policy Paper objective in establishment of TVETA

Education and Training Sessional Paper in Education and Training of 2012 (paragraph **15.18 noted** there has been challenges to do with quality assurance, curriculum design and delivery, leading to instances of training that does not meet the quality and relevance required **and paragraph 15.19** notes to address these challenges the Government shall:

- (i) Assure quality in TVET on all aspects of competence based education and training, skills instruction design, development and delivery;
- (ii) Establish a TVET Authority to regulate institutions and programmes and assure quality.

### 1.2 TVETA's legal mandate

The TVET Authority was established through the TVET Act, 2013, and a Board appointed in June 2014 to implement the functions provided in section 7 of the Act. Here we concentrate on those touching on Training Programmes.

#### 1.2.1 Section 7 (a) Regulate and Coordinate Training under TVET Act, 2013

This function mandates TVETA to establish Standards and Guidelines to regulate. Section 40 of the Act directs the institutions, regulatory and quality assurance agencies in training and any other person directly or indirectly engaged in training in the country to implement the guidelines on standards, quality and relevance established under this Act. Coordination comes naturally as TVETA approved standards are mandatory for all the agencies and stakeholders.

#### 1.2.2 Section 7(b) accredit and inspect programmes and courses

This function mandates TVETA to inspect/evaluate each training Programme to confirm they meet the Specific Program Occupation Standards.

### **1.2.3 Section 7 (e) Promote access and relevance of training programmes**

This function mandates the Authority to ensure Programmes are quality and attractive to the market i.e. meeting the needs of local and international skills requirements through providing **market driven Training Occupational Standards**

### **1.2.4 Section 7(f) Prescribe the minimum criteria for Admission to training institutions and Programme”**

This function mandates the Authority to provide the entry qualifications for each programme, which is a component of Training Occupational standard.

### **1.2.5 Section 7(m) Assure quality and relevance in programmes of training.**

This function mandates the Authority to guide the development process of the training Programme and evaluate final product to ensure the Programme meets the training occupation standards requirements.

### **1.2.6 Section 7(r) “To approve the process of introduction of new training programmes and review existing programmes”**

This section together with Section 32 emphasise the mandate of approval of the training program and how it must be designed. This requires a curriculum development standard. Section 17 (3) states, “No Programme or course of training shall be mounted in an institution without **prior** approval by the TVETA Board “. These mandate of prior approving the Programme before it is mounted clarifies there must be a stage of evaluating the standard of the program before allowing its accreditation.

### **1.2.7 Section 31 provides the mechanism in which the TVETA provides the Training Standards**

Section 31 of the TVET Act explains the stages, in which the Board of TVETA shall undertake the development of training standards and reach consensus of stakeholders. The following stages are foreseen:

- (a) Establish standards and benchmarks;
- (b) Administer policies and guidelines developed under this Act or any other written law to govern the establishment and accreditation of training institutions;
- (c) Ensure quality and the maintenance of the standards and guidelines established.

Stakeholder involvement is ensured through a consultative establishment of guidelines regarding the nature and quality of facilities that may be used for purposes of conducting technical and vocational education and training.

## **2.0 Process of establishing Standards and Guidelines**

### **2.1 Occupational Standards**

Occupational Standards are the standards based on identified needs of a work place and occupational profile. Occupational standards should be industry driven and based on identified current and future needs of a specific occupation. Occupational standards are the initial point of reference for competence based training programme development. The purpose

of TVET is to equip the trainees with all necessary competences corresponding with the respective occupational standard.

### **2.1.1 Use of occupational standards for recruitment and performance measuring purposes**

Employers can use occupational standards for the following purposes:

- 1) Prepare job descriptions and specifications;
- 2) Determine recruitment criteria;
- 3) Set in-house standards of performance and develop workplace procedures;
- 4) Form a benchmark for quality of work performance.

These standards are developed by industry and coordinated in the Ministry of Labour. In Kenya a special department under the State department of labour is in charge, the National Human Resource Planning and Development Department.

## **2.2 Training standards**

Training standards are developed based on occupational standards and are an intermediate step to the curriculum development. In other countries this is known as programme standards, competence standards or training regulations.

### **2.2.1 Use of training standards**

- ✓ determine the criteria to award a TVET qualification;
- ✓ provide the Standards to develop training programmes /curricula;
- ✓ provide the standards to approve, accredit and undertake surveillance audits on developed programmes;
- ✓ provide the Standards for assessment of learning outcomes of training;
- ✓ Identify skills gaps and training needs after monitoring and evaluation.

National Training Standards are developed based on occupational standards and coordinated by the national training regulators, i.e. the Commission for University Education (CUE) and TVETA in collaboration with the Kenya Bureau of Standards (KEBS) while observing the National Qualification Framework requirements. KEBS has technical committees with industry representatives, that develop the various sector-related national training standards.

## **2.2 Linking Occupational Standards to Training Standards**

### **2.2.1 Issues in developing linkages**

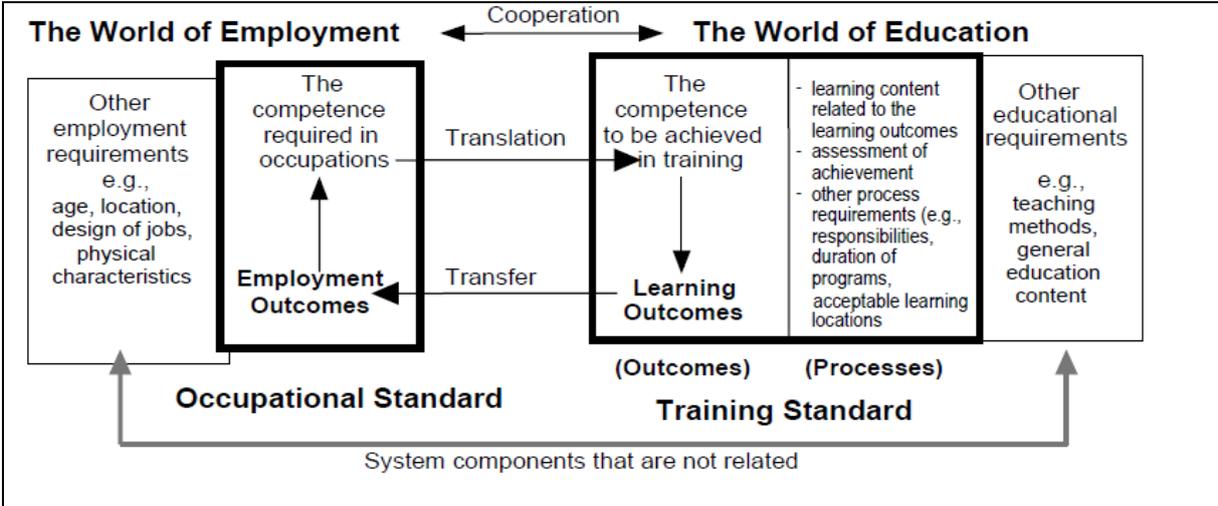
For training to be relevant to the real world of work, the training standards need to correlate with occupational standards. In developing and least developed countries this correlation is absent mainly due to lack of occupational standards in the industry.

There are many reasons why occupational standards may not be used directly by training institutions, as the worlds of employment and education are detached from each other. Each has different sets of priorities, motivations, and purposes. This could be referred to as “employment logic” vs “educational logic.” In the logic of *employment*, employers are interested in what people need to do, how they will do it, and how well they do it. They are interested in *outcomes*. In the logic of *education*, education professionals are interested in

what people learn, how they will learn it, and how the quality and content of learning will be assessed. Education traditionally uses a language of input (syllabus, subject), process (teaching/learning methods), and assessment. A further complicating factor in Kenya is that by law the Ministry of Education has the sole right to grant and verify education training assessment and certification.

**2.2.2 Translating Occupational Standards into Training Standards**

The needs of employment (occupational standards) must be translated into a language that can be understood in education and training. The goal is to translate the language of action and inputs in employment to the language of inputs in education, which enable Education professionals to plan and deliver learning programs. The figure below shows the entire process.



Source: WB and ETF, Framework for Defining and Assessing Occupational and Training Standards in Developing Countries Information Series No. 386, p. 32, 2001

**2.2.3 Adopting/adapting Training Standards of developed countries**

As it has been noted above the process of translating Occupational Standards (that are not available for Kenya) to Training Standards is tedious and lengthy yet other developed countries have already undertaken this process. We therefore need not to re-invent the wheel that has already been manufactured, piloted, tested and reviewed. We only need to leap frog and adopt to best practices but ensure to fully involve the stakeholders to adapt the standards. This process is well covered by Kenya Bureau of Standards (KEBS) that is mandated to offer secretariat services in development of Kenya National Training Standards together with TVET Regulator.

### **3. Guidelines for the introduction, review or alteration and implementation of TVET programmes**

The training programmes shall be designed to operate within a framework which leads to lifelong education and training, and which facilitates TVET Act section 32:

- i. innovativeness and creativity;
- ii. continuation of training for improvement of professional qualifications
- iii. and updating of knowledge, skills and understanding;
- iv. complementary education for those receiving technical, vocational and education training in the form of on-the-job training or other training in institutions or other facilities;
- v. the special needs of persons with disabilities, minorities and marginalized groups.

#### **3.1 Steps for introduction, review or alteration of a TVET programme**

**Step 1:** Submit a Proposal seeking approval for introduction or review of a training programme that satisfies an occupation training gaps as per TVET Regulations 2015 paragraph 15. The Authority approves the development or review where applicable in reference to the KNQF within 10 working days.

**Step 2:** TVETA in liaison with the Kenya Bureau of Standards (KEBS) adopts/adapts benchmarked training standards and drafts the National Training Standards. The different technical committees include the sector experts with the needed competence and takes the Kenya National Qualification Framework into account. The drafting process usually needs 20 working days.

**Step 3:** The Technical Committee circulates the draft for public review within 60 days. This period can be shorter, where the target audience is well known and versed with contents.

**Step 4:** The Technical Committees and TVETA Board evaluate the comments and inputs and develops the final National Occupational Training Standards within 20 working days.

**Step 5:** The Training Occupational Standards are gazetted to ensure enforcement.

**Step 6:** The curricula developers and assessment/examination bodies implement the Occupation Training Standards for the design and development of the training programmes and the examination/assessment arrangements.

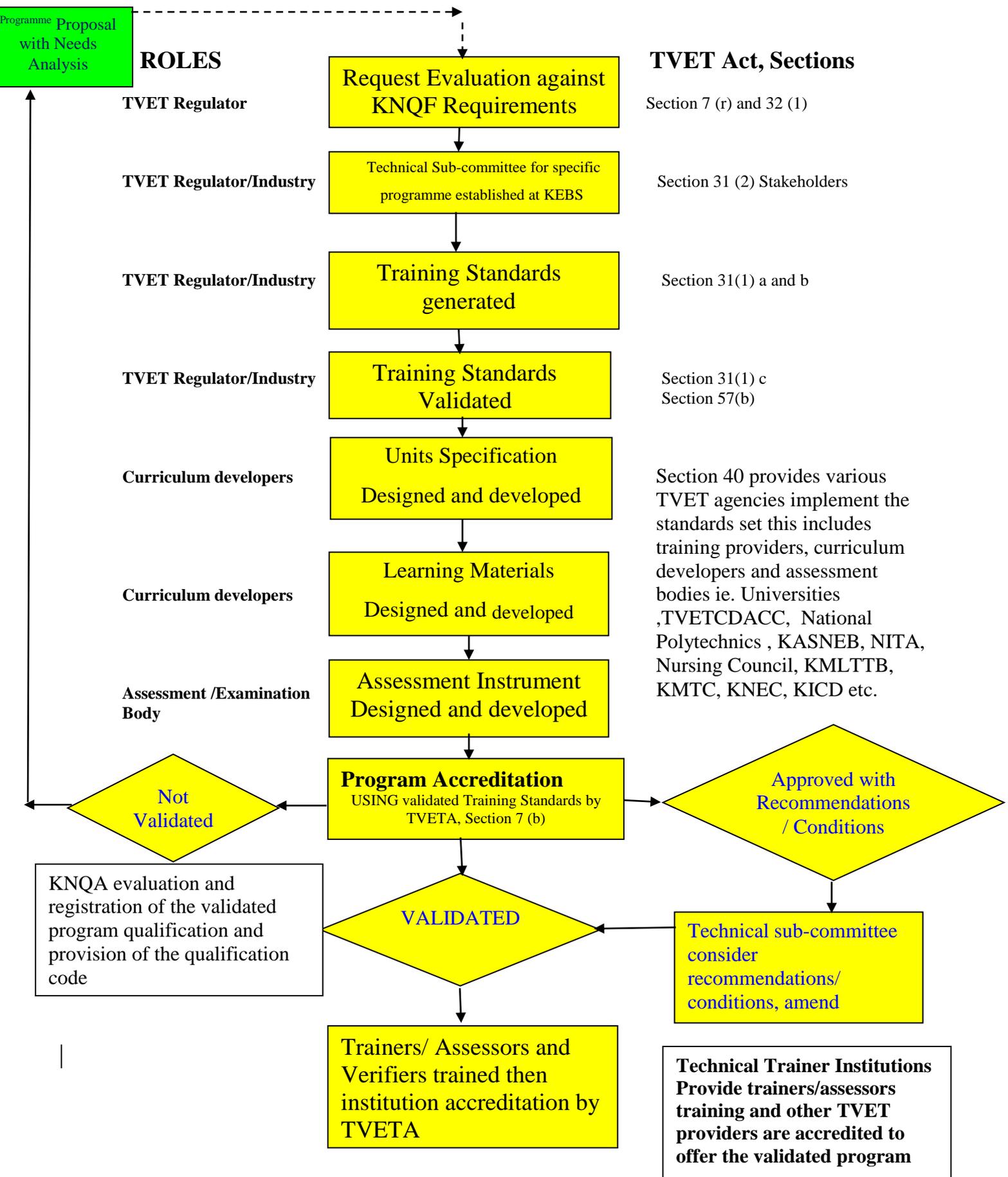
**Step 7:** TVETA approves the development process and final training programme.

**Step 8:** KNQA registers the programme qualification

**Step 9:** TVETA accredits the approved programmes for the mounting with specific training institutions interested to offer the programme.

**Step 10:** TVETA monitors the implementation of the curriculum requirements to maintain and assure quality standards.

### 3.2 Process of Development and Approval of TVET CBET programme



## 4.0 Criteria for evaluating the overall format and course content and assessment for training purposes (Training Standard)

The Criteria provides the basic requirements and format for the development of sector specific training standards. The basic requirements are explained below:

### 4.1 CURRICULUM DESIGN

TVET Programmes shall be designed in Competence based modules showing course code and title, module code and title, training duration, competences, entry requirements, delivery and assessment mode and methods, minimum trainers qualification, tools, equipment and materials and infrastructure

#### 4.1.1. Title

**Standard:** Every training standard must have a Specific course code, title and National Qualification Framework (NQF) Level.

**Guidelines:** The Training Standard Title (Which is also course Title) should:

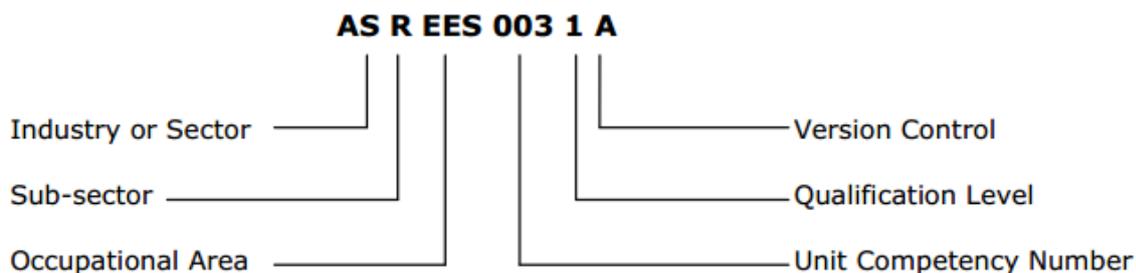
- i. reflect the occupational/skill area;
- ii. be stated as a noun where applicable.

Each Unit is assigned a unique identification code, which uses numbers referring to the items below. The composition of each unit code is as follows:

- a) The first two letters refer to the sector or industry, such as agriculture, construction, tourism, hospitality;
- b) The next one or two letters refer to a sub sector, such as Food and Beverage Services (Hospitality), or Electrical Installation (Construction);
- c) The next set of letters refer to an occupational area;
- d) The set of three numbers indicate the competence number of the unit;
- e) The next number refers to the competence level (level 1, 2, 3 etc.);
- f) The letter at the end is a version control code indicating which iteration of the standard is contained.

Such a code could look like this:

Example **ASREES0031A** represents:



#### 4.1.2. Nominal training duration

CBET has no fixed timelines to gain the competences of a given training programme; however, the National Qualifications Framework provides an indication on average duration expected for a fresh trainee to attain a specific competence. This also allows planning for the programme coverage.

**Standard:** Every training standard must specify the minimum training duration as per KNQF.

Guidelines:

Minimum Credits (1 credit is 10 notional hours) to be accumulated	Qualification Type (as per KNQA)	Level
Credits as per KNQA Requirements	Bachelor of Technology	7
”	Diploma	6
”	Certificate	5
”	Crafts	4
”	Artisan	3

The total course (hours).....Hours should be broken into:

- Basic competences .....Hours ( essential knowledge and skills needed for the learning targets)
- common competences .....Hours (knowledge, skills and abilities shared in occupational area)
- core competences .....Hours (knowledge, skills and abilities specific to the job)

Every training program must include duration for practical industry attachments. The attachment trainings should indicate the durations of practical training and theory to be undertaken within the period.

Prior learning shall be considered in determining the training duration at each level depending on diagnostic assessment or credit transfers from previous level of study.

#### 4.1.3. Course description

**Standard:** Each course shall have a general description. Units shall provide competence descriptors.

**Guidelines:** The course descriptors should:

- i. Provide general information about the course.
- ii. Describe the competence within the course.

#### 4.1.4. Descriptors of modules, unit or elements of competence

**Standard:** Each module shall comprise of maximum of five units (or as provided by KNQA) or elements of competence . Each unit shall clearly outline the learning outcomes of that unit.

**Guidelines:** Elements of competence are written in the form of a sentence, following the rule of beginning with a verb in the infinitive, preferably; then it describes the object on which the action is performed and, finally, though it is not compulsory in every case, it includes the condition of the action regarding the object.

VERB + OBJECT + CONDITION

#### **4.1.5 Module title and code**

**Standard:** Every Module or Element of Competence must have a Code and Title

##### **Guidelines**

- i. use language which is precise and consistent with the appropriate grammatical structure;
- ii. use a clear, unambiguous active verb or verbs to describe the action required;
- iii. represent a discrete unit of work which is complete and assessable rather than a procedural step or operation;
- iv. describe outcomes, expectations or results of activity, rather than activities procedures and methods.

The Title of a Unit or Element of Competence should not:

- i. Describe knowledge, skills or understanding instead of outcomes;
- ii. Describe outcomes with verbs which simply mean 'do';
- iii. Use ambiguous or 'secondary' verbs;
- iv. Place an evaluative term into the statement of competence.

#### **4.1.6. Learning outcomes (Training Institution) derived from performance criteria (Work Place)**

Learning Outcomes refer to the level of competence that is required for each element. These are used as the tools for assessment.

**Standard:** Each unit of competence shall clearly outline trainee behaviour outcomes.

##### **Guidelines:**

- i. Describe competences, expectations or results of activity, rather than activities procedures and methods
- ii. Use evaluative terms which are appropriate (i.e. absolute, with a tolerance or conditional/dependent) given the range of variations which might be allowed or expected in the Training/work environment;
- iii. Be phrased in simple language that is easily understood by all users;
- iv. Be sufficient to measure the element.
- v. The learning outcomes may be used as a basis of recognizing prior learning.

Learning Outcome should not:

- i. reference all performance requirements to the procedures of an organisation;
- ii. offer options, alternatives or conditions;
- iii. use repetitive criteria which could form the basis of an 'overarching' or common Unit or Element;
- iv. use highly generalized or abstract language.

Example: for the Unit competence: Prepare Vehicle for Repair. The complete learning outcomes would be the trainee should be able to:

- a) Dismantle and store accessories;
- b) Dismantle parts to be repaired;
- c) Clean vehicle panel for repair;
- d) Determine degree of repair.

## 4.2 Training delivery

**Standard:** Training delivery shall be based on the competence based training guided by the following principles:

- i. The training is based on curriculum developed from the Training standards;
- ii. Learning is modular in its structure;
- iii. Training delivery is individualized and self-paced;
- iv. Training is based on work that must be performed;
- v. Training materials are directly related to the competence standards and the curriculum modules;
- vi. Assessment is based in the collection of evidence of the performance of work to the industry required standard;
- vii. Training is based both on and off-the-job components;
- viii. Allows for recognition of prior learning (RPL) or current competences;
- ix. Training allows for multiple entry and exit; and
- x. Approved training programs are nationally accredited.

**Guidelines:** The following training modalities may be adopted when designing CBET delivery method:

- a) The dualized mode involves both in-training institutions and in-industry training or fieldwork components. (See Industrial Training Act, Chapter 237 on Dual Training Systems (DTS) that includes apprenticeship - Implementing Rules and Regulations [for workplace training].);
- b) Modular/self-paced learning where the trainee can progress at his own pace. The trainer facilitates the training delivery;
- c) Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competences prescribed in the training programmes;
- d) Distance learning in which majority of the instruction occur when the trainees and instructor are not in the same place. It may employ correspondence study, or audio, video or computer technologies. The trainee should have access to workshops/labs for practical training where applicable.

## 4.3 Trainee entry requirements

**Standard:** Entry into a CBET course shall be based on specific requirements per level.

**Guidelines:**

- i. Entry to various levels of CBET will be guided by the KNQF requirements shown in the table below

KNQF Level	Qualification description	Minimum entry requirements
7	Bachelor of Technology	Diploma
6	Diploma	Craft/KCSE C-minus
5	Craft Certificate	Artisan/KCSE-D-plain
4	Artisan	Class 8
2 & 3	Proficiency at defined levels	Different denominations

- ii. Prior learning shall be considered for entry at various levels after assessment for competence;
- iii. Special Needs shall be considered.

#### 4.4 Range statements

Range statements provide guidelines on different situations (the scope) and contexts in which training must be performed in each job tasks.

Range Statements should:

- i. Describe the tools, equipment, materials, methods and processes which are significant to the training for work activity;
- ii. Describe significant variations which would require different skills, methods or processes as required by industry.
- iii. Reflect current and future requirements for flexibility and breadth.
- iv. **Evidence requirements of all** performance criteria must be met and the full range must be covered for this item to be credited. The most appropriate form of evidence would be hard copy of documents covering the range.

Range Statements should not:

- i. List variations which do not really require different skills or level of skill;
- ii. Offer options or alternatives (all the range must be assessed).

##### 4.4.1 Tools, equipment and materials

**Standard:** Each course shall have a recommended a range of list of tools, equipment and materials for training/assessing various performance criteria for maximum of 25 trainees.

**Guidelines:**

- i. The tools, equipment and materials shall be adequate to engage all the trainees during a practical session;
- ii. The tools, equipment and materials shall be relevant to the expected learning outcomes;
- iii. Lists of tools, equipment and materials to trainees shall be provided in the specific training standards.

##### 4.4.2 Training infrastructure

**Standard:** Each specific training standard shall provide guidelines for adequate training infrastructure appropriate for the training program (minimum standards for training infrastructure).

**Guidelines:**

- i. The infrastructure must meet the requirements of the Building Code, Occupational Safety and Health, Public Health and Environmental sustainability.
- ii. The training infrastructure must meet the space requirement specified program.
- iii. A specific training standard shall provide adequate offices, theory rooms, practical rooms, library and sanitation facilities for the program.

#### **4.5 Trainers' qualification**

**Standard:** Each TVET trainer shall possess adequate and relevant qualifications as specified in TVET regulations, 2015.

**Guidelines:**

- i. A trainer must possess at least one qualification level higher than the training level.
- ii. registered and licensed in accordance with the TVET Act, 2013;
- iii. A trainer should be able to plan a training session, deliver competence based training (CBT), conduct competence assessment and maintain training facilities.
- iv. Each trainer have the relevant technical and vocational competences at least to the level being delivered or assessed;
- v. A trainer shall renew training licence periodically based on evidence of continuous professional development as specified in the TVETA regulations, 2015

#### **4.6 Assessment / Examination**

Competence Based Education and Training assessment shall evaluate knowledge, skills and attitude for each learning outcome. There shall be diagnostic, formative and summative assessment.

##### **4.6.1. Diagnostic assessment**

**Standard:** The prior learning shall be assessed before a trainee joins a training programme.

**Guidelines:** An assessment can be used to discover a candidate's strengths and Weaknesses, to identify a learning programme for them, or to assign them to a specific group. For example, if an experienced candidate wish to enrol to learn *Automotive Mechanics* in an evening class, one could be asked to demonstrate competences provided in the training curriculum modules to establish proficiency to allow the Centre to allocate to the right class — beginners, intermediate or advanced modules. This use of assessment is called 'diagnostic', and aids individual progress by identifying an appropriate learning path.

##### **4.6.2 Formative assessment**

**Standard:** The learning outcomes shall be assessed continuously as the training is conducted.

**Guidelines:**

- i. The trainer shall assess the training using the following approaches.
  - a) Oral questioning
  - b) Written Examination
  - c) Demonstration
  - d) Observation
  - e) Project
  - f) Third party report;
  - g) Portfolio
  - h) Work project
- ii. Trainers shall administer formative assessment based on appropriate proportion between theory and practice.

#### **4.6.3 Summative assessment**

**Standard:** Summative assessment shall be conducted at the end of each training module.

##### **Guidelines:**

- i. The criteria of assessment must keep to the principles of validity, reliability and fairness.
- ii. Assessment shall be administered by accredited competence assessors comprising of industry practitioners and trainers
- iii. Assessment shall focus on the core units of competence. The basic and common units shall be integrated or assessed concurrently with the core units.
- iv. Competence assessment shall be conducted by accredited competence assessors/verifiers. However, trainers who are accredited competence assessors shall not assess their own trainees.
- v. Assessment of competence must be undertaken only in the TVETA accredited training and assessment centres.
- vi. Competence external assessors shall administer summative assessment based on appropriate proportion between theory and practice
- vii. Assessment of Prior Learning may be conducted at any level at the convenience of the candidate.

#### **4.6.4 Verification of the Assessment Process**

##### **4.6.4.1 Internal Verification**

This is a quality assurance process carried out by the training centre to ensure the maintenance of quality and consistency of assessment of candidates for Competence Qualification /National Qualification awards within an approved centre. This focuses mainly on the validity and practicability of assessment instruments, the reliability of the assessment decisions and the consistency of the quality of assessment practices within the centre over time.

**Standard:** Each accredited training institution is expected to select an Internal Verifier from among its training staff to supervise, co-ordinate and verify that the assessment activities take place in accordance with the standards set out in this Assessment Guidelines. The Internal verifiers are also responsible for submitting candidates' results to the Assessment Body.

## **Guidelines:**

### Role of the Internal Verifier

- i. The Internal Verifier is responsible for internal quality assurance;
- ii. The Internal Verifier should have a thorough understanding of quality assurance and assessment practices;
- iii. They should also have knowledge of the corresponding Assessment bodies Internal Verification Procedures.

#### **4.6.4.2 External Verification**

External verification is a quality assurance process, which TVETA undertakes to ensure that an approved training centre maintains appropriate quality in its assessment process. This is done by using an External Verifier to audit the assessment system of the training centre.

## **Guidelines:**

### Role of the External Verifier

The external verifier involved in examination process is the moderator discussed in the appendix C. TVETA is external verifier not involved in examination process and only does sample QA process to verify assessment is undertaken as per provided standards the role seems similar to moderator but totally different.

The External Verifier focuses on auditing the assessment system, records of evidence and assessments, and randomly sampling assessments. External verifiers do the following:

- i. Monitor the working relationships between Assessors and candidates;
- ii. Verify the assessment decision by checking ensuring that assessment and internal verification procedures are being conducted in accordance with the quality assurance requirements established by the TVETA;
- iii. Communicating assessment quality, findings and recommendations to the examining body.

The internal assessor, moderator and external verifier of CBET principles of assessment are guided by components in the appendices B and C.

#### **4.6.5. Certification**

**Standard:** Certification shall be issued by officially approved and recognised Certification Agencies registered by KNQA.

## **Guidelines:**

- i. Certificates of Competence shall be issued to individuals who have satisfactorily demonstrated competence on a particular module or cluster of competences;
- ii. Certificates of Competence shall be issued to individuals who have been assessed for prior learning;
- iii. A National Certificate is issued when a candidate has demonstrated competence in ALL UNITS of competence that comprise a Qualification.

#### **4.7 Special needs trainees**

**Standard:** Each training program must ensure that it accommodates trainees with special needs.

**Guidelines:**

- i. Makes special arrangements to cater for training and assessment needs of special needs trainees;
- ii. Where training facilities are not equipped to accommodate trainees with special needs, alternative arrangements must be made for training and assessment to take place at the nearest Approved Training Centre with suitable facilities;
- iii. Each Approved Training Centre must ensure that it employs assessment accommodations to eliminate or reduce assessment bias for candidates with special needs;
- iv. An accommodation is simply a procedure or practice, which permits candidates with special needs to have an equitable access to instruction / training and assessment. An accommodation must not fundamentally lower the quality of the assessment or alter the skills or knowledge being assessed.

#### **4.8. Educational, cultural and social economic background of the people**

Programme development needs to consider national and local particularities. Therefore, for example, in an area with a majority Muslim population, agriculture training units, such as husbandry and livestock, pig farming might not be included, but focus on other farm animals, such as goats.

#### **4.9 Crosscutting aspects of programme development**

Programme and course development should consider important crosscutting issues, such as protection of environment, gender issues or equality and inclusiveness of minorities, and marginalized groups.

## Appendix A – Employment and learning specifications and examples

**(i) Employment and Learning Specifications.** The following is an example of the employment and learning specification for one task—*serve food and drinks to customers*:

Employment Specification		Learning Specification	
Performance Requirement	The Range	The Skills Required	The Knowledge
(a) Welcome customers politely, take and store coats and other personal items	Customers: individuals, groups, special needs (e.g., disabilities)	Recognizing and responding to customers' special needs Effective communication with customers	The characteristics and needs of different customers The principles of effective communication Storage of customer property and legal responsibilities
(b) Check reservations, offer options where tables are not available, and show customers to a table	Options: waiting for a table to clear, making later reservations, suggesting an alternative restaurant	Effective communication with customers Interpreting reservation books	The principles of effective communication Reservation systems

**(ii) Example on how to organize the course content in a training standard**

### BASIC COMPETENCES

Unit of Competence	Learning Outcomes	Methodology	Assessment Approach
1. Participate in workplace communication	<p>1.1 Obtain and convey workplace information.</p> <p>1.2 Complete relevant work related documents.</p> <p>1.3 Participate in workplace meeting and discussion.</p>	<ul style="list-style-type: none"> <li>Group discussion</li> <li>Interaction</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Observation</li> <li>Interviews/questioning</li> </ul>

### COMMON COMPETENCES (example)

Unit of Competence	Learning Outcomes	Methodology	Assessment Approach
1. Apply Appropriate Sealant/ Adhesive	<p>1.1. Identify appropriate sealant/ adhesive</p> <p>1.2. Prepare surface for sealant/ adhesive application</p> <p>1.3. Store unused and dispose used sealant/ adhesive</p>	<ul style="list-style-type: none"> <li>Lecture/ Demonstration</li> <li>Dual training</li> <li>Self-paced (modular)</li> <li>Distance Learning</li> </ul>	<ul style="list-style-type: none"> <li>Written test</li> <li>Oral questioning</li> <li>Direct observation</li> <li>Project method</li> <li>Interview</li> </ul>

### CORE COMPETENCES (example)

Unit of Competence	Learning Outcomes	Methodology	Assessment Approach
1. Service	1.1 Identify and explain the	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>

Automotive Battery	<p>operation and safe handling of different types of battery</p> <p>1.2 Demonstrate the testing of an automobile battery</p> <p>1.3 Demonstrate the correct procedure for removing and replacing batteries</p> <p>1.4 Demonstrate the correct procedure for servicing and charging batteries</p> <p>1.5 Demonstrate the procedure of jump starting a battery</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Dual training</li> <li>• Distance learning</li> </ul>	<p>of practical skills</p> <ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Interview</li> </ul>
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### Example of Tools and Equipment / Automotive servicing – level ii

Recommended list of tools, equipment and materials for the training of 20 trainees for Automotive Servicing.

Tools		Equipment		Materials	
QTY		QTY		QTY	
4 sets	• Box wrench	2 units	• Motor Vehicle	50 ltrs.	• Engine oil
4 sets	• Socket wrench	2 units	• Engine	10 ltrs.	• Grease
4 sets	• Pliers	2 units	• Hydraulic jack/lift	10 ltrs.	• Sealant /adhesive
4 sets	• Screw driver	4 units	• Growler tester	50 ltrs.	• Hydraulic oils/gear oil
4 sets	• Wire stripper	4 units	• Ignition timing light	50 ltrs.	• Automatic transmission fluid
4 sets	• Mechanic's hammer	4 units	• Tachometer	10 pcs.	• Wheel wedges
20 pcs.	• Apron	4 units	• Differential and front axle	10 pcs.	• Test lamp
20 pcs.	• Goggle	4 units	• Multimeter		
20 pcs.	• Gloves				
4 sets	• Torque wrench				
4 sets	• Feeler gauge				
4 sets	• Battery tester				
4 sets	• Hydrometer				
4 sets	• Dial gauge				
4 sets	• Bore gauge				
4 sets	• Micrometer caliper				

## **Appendix B - Rating Scale**

A rating scale is a scoring tool that lists the criteria for making judgments on competence. It also articulates grading of quality for each criterion, from poor to excellent/ competent to not yet competent. A rating scale clarifies expectations of instruction and assessment and is a useful tool for the instructor and the assessor. It can also be used by the trainee to monitor and improve overall performance.

### **EXAMPLE**

#### **SCORE (%) RATING NARRATIVE COMPETENCE/ PROFICIENCY LEVEL**

##### **Mastery**

**80 - 100 5.** Mastery of technical and related knowledge and skills;

Can perform the task demonstrating mastery, autonomy, responsibility and control in a wide range of working condition.

##### **Highly Proficient**

**65 - 79 4.** Good working technical and related knowledge and skills;

Can perform the task in a wide range of working conditions, demonstrating good working knowledge of the skill, initiative, and adaptability to problem situations.

##### **Proficient**

**50 - 64 3.** Satisfactory technical and related knowledge and skills;

Can perform the task demonstrating sufficient knowledge of the skill, and an ability to operate satisfactorily displaying some initiative and adaptability to problem situations.

##### **Competent**

**35 - 49 2** Insufficient technical and related knowledge and skill;

Can perform limited parts of the task satisfactorily but require considerable assistance.

##### **Not Yet Competent**

**Below 35 1** Insufficient evidence of attainment of competence;

Has not demonstrated sufficient knowledge, skill and attitude on which a judgement can be made.

## Appendix C – Assessment principles and process

<p><b>Assessment principles:</b></p>	<p>Assessment shall only be conducted by registered assessors. Assessors must be subject matter experts and trained in PLAR Assessment and preferably have industry experience. The following are key aspects proposed to be followed when assessing candidates:</p> <ul style="list-style-type: none"> <li>• Following the review of all the assessment components (Portfolios of Evidence, Competence Interviews and/or practical tasks), the assessor decides whether evidence presented provides full and ample proof that the unit standards have been met;</li> <li>• The assessor records assessment marks and makes recommendation to the moderator;</li> <li>• All PLAR assessment procedures should be consistent with national assessment procedures.</li> </ul> <p>To ensure assessment are of high quality and integrity, assessors and moderators must diligently apply the following accepted assessment principles:</p> <ul style="list-style-type: none"> <li>✓ <b>Systematic:</b> Assessment activities must follow a practical and natural sequence, be easy to administer and easy for the trainee to follow.</li> <li>✓ <b>Consistent:</b> Assessment is consistent where, given similar evidence and circumstances, an assessor would make the same judgements again; or where assessment by other assessors would lead to the same judgement;</li> <li>✓ <b>Open:</b> Trainees are given the opportunity to contribute to the assessment planning and collecting of evidence. The assessment process is transparent;</li> <li>✓ <b>Flexible:</b> Flexible assessment allows for easy entrance into appropriate levels of education and training and for multiple pathways to the same learning ends in a manner, which facilitates progression. It also uses a variety of assessment approaches, methods and instruments;</li> <li>✓ <b>Appropriate:</b> The method of assessment is suited to the competences being assessed as stipulated in the registered unit standard;</li> <li>✓ <b>Manageable:</b> The assessment must be easy to arrange, cost-effective and practical. It should take into consideration available facilities, equipment and time;</li> <li>✓ <b>Fair:</b> Assessment must be unbiased and not hinder or advantage a trainee in any way. Assessors must make sure that the chosen approach, methods and instruments support the principle of fairness. They must avoid influences not related to the matters being assessed; for example, arising from differences related to race, gender and assessment method.</li> <li>✓ <b>Integrated:</b> Assessment should be an integral part of standard setting and curriculum, not something added on afterwards. The teaching and learning elements of each program should be designed in the light of the types of assessment trainees undertake and evidence required, and vice versa, so that trainees can demonstrate what they have learned and provide the evidence required by the unit standard(s). The assessment must be in line with what the trainee has to do at work. (Ideally, the assessment takes place during normal working processes.)</li> <li>✓ <b>Valid:</b> Validity in assessment refers to an assessment measuring what it is supposed to. If a unit standard requires observation as evidence of performance, then a written examination alone will not be valid.</li> </ul> <p>Assessment procedures, methods, instruments and materials have to match</p>
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	<p>what is being assessed. To be fit for its purpose, assessment must use evidence directly related to the type and level of performance required in a specified standard;</p> <ul style="list-style-type: none"> <li>✓ <b>Authentic:</b> The assessor must be satisfied that the work being assessed is the trainee’s own work. In the case of PLAR, evidence like certificates and testimonials may have to be referenced for authenticity.</li> <li>✓ <b>Current:</b> The evidence must reveal what the trainee is currently able to do. The evidence, standards and training material must be up to date with current technology and other industry-specific developments.</li> <li>✓ <b>Sufficient:</b> ‘Sufficient means that the assessor must make sure that the evidence collected meets all requirements of the performance criteria of the unit standard. Sufficient evidence also implies that the trainee can repeat the required performance consistently;</li> <li>✓ <b>Reliable:</b> ‘Reliable’ evidence is evidence that will be acceptable by all assessors and which can be repeated in various circumstances. Reliability in assessment is about consistency.</li> </ul>
<p><b>Note:</b> Where evidence gaps in the Portfolio of Evidence of a candidate are evident, assessors should, during the competence interview and the practical assessments, determine if the evidence gaps still exist. If they still exist, candidates will be declared not yet competent in these unit standards. All the gaps identified should be recorded and detailed in the final assessment report.</p>	

<b>Post-Assessment Review</b>	
<b>Moderation/ Internal Verification</b>	<p>The <i>post assessment review</i> process comprises of moderation and external verification.</p> <p>Moderation of trainee assessment is a process aimed at ensuring that marks and grades are as valid, reliable, and fair as possible for all trainees and all markers. Moderation strategies may differ depending on the number of trainees studying the unit and the number of training staff involved. However, the process usually involves collaborative decision making by trainers/assessors about assessment criteria and expectations. Double assessment is usually carried out when a candidate received a fail grade. Moderation is more than the checking of assessment marks; it is the checking of assessments to ensure that the whole assessment process is fair, valid and reliable enabling equivalence and comparability.</p> <p>Assessments conducted are moderated with the aim of enhancing the quality and integrity of assessment in the TVET sector.</p> <p>Registered moderators need to validate that assessments were done consistently based on approved guidelines, best practices and principles of assessment.</p> <p>The moderator should indicate through a form provided in the portfolio of evidence that the assessment outcomes are a clear reflection of the candidates’ competence and either endorse, or adapt the assessment of the assessor. In extreme circumstances, a moderator could request re-assessments or additional assessments.</p>
<b>External Verification:</b>	<p>External verification is done to ensure that the approved standards for awarding a qualification are met. External verification is also organized to maintain the overall credibility of the Assessment practices and processes in</p>

	<p>compliance with TVETA.</p> <p>External verifiers determine whether the moderator has correctly evaluated the evidence supplied by the assessor.</p> <p>Once the verifier has established that the moderation process was adequately conducted, he or she endorses the candidate's achievement. However, if the verifier identifies irregularities in the moderation and/assessment process, the candidates achievement may not be endorsed. Some examples of irregularities are:</p> <ul style="list-style-type: none"> <li>• Insufficient or no records of candidate's achievement are available, due to missing records;</li> <li>• Insufficient evidence of assessment or learning was supplied;</li> <li>• Assessor incorrectly interpreted the evidence supplied by candidate and judged the candidate to be competent when unit standards or specific outcomes have not been met.</li> </ul>
<b>Certification (Issuing of certificates)</b>	
<p>After the moderator and external verification processes have been completed, the candidate is informed of the outcome of the assessment by the Certification Agencies.</p> <p>Candidates will be found competent (C) if they comply with the competence requirements specified by the Certification Agencies for all the unit standards of a particular qualification.</p> <p>If candidates are found competent in some or none of the unit standards, they will be declared Not Yet Competent (NYC). However, candidates will receive credits for those unit standards in which they were found competent.</p>	
<b>Appeal Procedures</b>	
<b>Legal instruction:</b>	<p>Candidates should be informed of their right to appeal during their induction or mentoring.</p> <p>Candidates may appeal if they do not agree with the outcome of their assessments. The appeal should be lodged within 15 days after having been notified of the assessment results.</p>
<b>Mitigation:</b>	<p>It is recommended that candidates first discuss their concerns with the assessor and if still not satisfied, follow the Certification Agencies appeal procedures.</p>
<b>Gap (Top-up) Training</b>	
<p>Candidates, who want to, should be given an opportunity to receive gap (top-up) training in those unit standards where they were found not yet competent to enable them to achieve a full qualification.</p>	
<b>Re-assessment</b>	
<p>Once candidates have successfully completed the top-up training, they will be re-assessed in the unit standards, which they were found not yet competent and certified.</p>	
<b>Record Keeping</b>	
<p>- Certification Agencies will maintain a national database of trainee records and assessment results;</p>	

- Assessment providers should keep record of all assessment information in line with the Certification Agencies procedures;
- Portfolios of Evidence and other relevant assessment documents should be kept in a safe place;
- These documents should be made available to TVETA on request;
- Records and marks should be handled in accordance to the Certification Agencies policies and procedures.

## **APPENDIX D GLOSSARY OF TERMS**

### **Assessment:**

Any systematic method of obtaining information from observation, tests and other sources, used to draw inferences about the performance and achievements of an individual. It involves the process of gathering, describing, or quantifying information about performance from an activity such as a written test, portfolio development or project that seeks to measure a trainee's skills or knowledge in a subject or skill area.

### **Assessment plan:**

A document that outlines the methods to be used, steps to be taken and activities involved in the gathering and judging of evidence to determine competence. It specifies the direct and indirect evidence needed to demonstrate the attainment of each element or performance criteria and indicates the intervals (or timelines) at which evidence is collected and examined and the persons responsible for the collection and assessment or review of the evidence collected.

### **Competence:**

A group of defined characteristics that indicate an individual's acquisition of a set of skills in a given area and a level at which performance is agreed to be acceptable.

### **Competence-based assessment:**

The assessment of an individual's performance evaluated against specific learning outcomes or agreed performance standard and not against the performance of other persons.

### **Criteria:**

A set of established guidelines, rules, characteristics, or conditions which, when used to evaluate an activity, performance or achievement, will determine its value or quality.

### **Evidence:**

Documentary data/information that can be validated or authenticated and which provides proof of understanding of content or skill competence in a specific area.

### **Fairness:**

The provision of assessment conditions which will offer an even playing field for all participants and promote confidence in the instruments and its results.

### **Formative assessment:**

A type of assessment which, when conducted, provides feedback to the instructor/facilitator for improving instruction and to the learner for the purpose of improving performance.

**Occupational standards**

Occupational Standards are statements about the competences that individuals need to perform in the workplace. The standards are generated by industry and are performance outcomes that may be gained through work experiences, talents and or training. These standards form the basis for Job designations.

**Oral examination:**

An assessment through a face-to-face dialogue between the learner/candidate and assessor which examines levels of knowledge and attitudes as they relate to the achievement of competences defined in the qualification.

**Performance assessment:**

A method used to assess how well learner/candidate demonstrates knowledge and skills in order to determine the achievement of competences as defined by the performance criteria within a qualification.

**Portfolios:**

A collection of multiple work samples usually compiled and evaluated over a period of time. The design of a portfolio is dependent upon the evidence requirements of the qualification to be assessed the established quality requirements of the awarding body.

**Portfolio Assessment:**

A portfolio becomes a portfolio assessment when the assessment purpose is defined, the criteria or methods are made clear for determining what is put into the portfolio, by whom, and when and the criteria for assessing either the collection or individual pieces of work are identified and used to make judgments about performance.

**Rating scales:**

Values given to performance or achievement based on assessment activities. Rating scales may be numerical or descriptive/narrative and based on pre-established and agreed criteria for determining where along a continuum of proficiency an individual who is assessed will fall.

**Reliability:**

The degree to which the results of an assessment consistently measure knowledge, attitudes and/or skills attained in a particular assessment are dependable based on repeated assessment. Reliability demonstrates consistency of assessment decisions and scores among assessors, over time and across different tasks or items that measure the competences. Reliability may be expressed in terms of the relationship between test items intended to measure the same skill or knowledge (item reliability), the variation in administration of the same test to the same trainee or trainees (test/retest reliability), or the degree of agreement between two or more assessors (assessor reliability). The absence of reliability in an assessment affects its validity.

**Sample:**

A selection of a specified number of entries called sampling unit (participants, items, etc.) from a larger specified set of possible entities, called the population. A random sample is a selection according to a random process, with the selection of each entity in no way dependent on the selection of other entities.

**Summative assessment**

A culminating assessment, which when conducted, gives information on trainees' competence, attitude and mastery of content. Summative assessment may be a single assessment or a combination of assessment scores/achievements, obtained by various

methods, which when combined provides sufficient evidence of the prescribed achievement required for national recognition.

**Third party Evidence:**

Information provided by person(s) other than those directly involved in the assessment process, which contributes to the collection of evidence of competence and achievement in a specific competence. Third party evidence may include information from employers, supervisors, peers, clients and others relevant to the competence requirements and the context of the assessment.

**Training standards:**

Training standards are statements about the knowledge, skills and attitudes that individuals need to exhibit after undertaking training to fit in the workplace. They are defined in terms of learning/training outcomes and form the basis for ensuring that training and assessment meet the needs of industry. They are defined and developed by practitioners from industry coordinated by training regulator TVETA using international standards databases as the benchmark for developing local national training standards. These standards form the basis for curriculum development, assessments and national vocational qualifications certifications.

**Validity:**

Validity refers to the degree to which an assessment accurately reflects or assesses the specific concept that the competence attempts to measure. The components of validity include relevance, accuracy and utility and refer to the extent to which an assessment measures what it is supposed to measure and the extent to which inferences and actions made based on assessment decisions are appropriate and accurate. A valid standards-based assessment is aligned with the standards intended to be measured, provides an accurate and reliable estimate of performance relative to the standard, and is fair.