



TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING AUTHORITY

TVET ACCREDITATION HANDBOOK

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FOREWORD

Technical and Vocational Education and Training Authority (TVETA) is a state corporation established by the TVET Act No.29 of 2013. Its mandate is to regulate and coordinate the TVET sub sector through accreditation of institutions, programmes, trainers as well as assure access, quality, equity and relevance in education and training.

One of the most important features of TVET is orientation towards the world of work and acquisition of relevant skills. TVET institutions are well placed to train the skilled and entrepreneurial workforce that Kenya needs to achieve her economic development agenda, create wealth and attain Vision 2030.

This handbook has been reviewed to align with current and emerging issues in TVET sub sector. It is a one-stop-shop, that provides all the necessary information and guides the user through seamless accreditation and quality assurance processes.



Prof. Florence N. Indede

Chairperson TVETA Board

PREFACE

The Government's Vision is to attain quality, relevant and inclusive education, training and research for sustainable development. In line with this, TVETA has developed Standards and Guidelines to regulate and guide the TVET subsector. This handbook is one of the guidelines that are instrumental in guiding TVET institutions through the process of accreditation, quality audit and maintenance of set Standards.

The handbook has four chapters. Chapter one introduces the role of TVETA and the benefits of accreditation and quality assurance. Chapter two describes the criteria for accreditation of TVET institutions, including the trainers and programmes offered. Chapter three provides guidance on the accreditation process, including its scope and requirements and procedures for accreditation. Lastly, chapter four outlines the quality areas and criteria and discusses internal and external quality assurance in TVET institutions.

The review of this handbook has been a culmination of a participatory process from TVETA staff with valuable insights and contributions. It is my hope that this handbook will guide institutions through the accreditation process and the maintenance of prescribed requirements and guidelines as stipulated in TVET Standards.



Dr. Kipkirui Langat PhD, FIETK, MBS

Director General/CEO

ABBREVIATIONS AND ACRONYMS

CBETA	Competence- Based Education, Training and Assessment
DTAQA	Directorate of Technical Accreditation and Quality Assurance
KNEC	Kenya National Examinations Council
ILO	International Labour Organization
IQA	Internal Quality Assurance
NP	National Polytechnic
ODeL	Open, Distance and e-Learning
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority
TVC	Technical and Vocational College
RPL	Recognition of Prior Learning
VTC	Vocational Training Centre

DEFINITION OF TERMS

Accreditation: The process by which the Board formally recognizes and confirms by certification that an institution has met and continues to meet the standards of academic, training and competence excellence set by the Board in accordance with the provisions of the TVET Act;

Board: The Technical and Vocational Education and Authority (TVETA) Board established under section 8 of the TVET Act;

Course: a single unit of study in a curriculum or programme of study;

Curriculum: A detailed description of the objectives, content, duration, expected learning outcomes, training delivery and assessment methods, requirements of trainee admission, training staff and training resources of a training programme.

Distance Education: is any learning in which the trainer and the trainee are separated by time or space or both. It can be synchronous (instruction delivered and received simultaneously), or it may be asynchronous (instruction delivered and received at different times). Trainees may learn privately or in groups.

Note: The training is done with a variety of mediating processes used to transmit content, to provide tuition and to conduct assessment or measure outcomes. The delivery modes may include traditional distance education by correspondence courses, e-learning and blended learning to open learning centres and face-to-face provision where a significant element of flexibility, self-study, and learning support, in an integral part.

e-learning: the application of information and communication technologies (ICTs) to enhance distance education, implement open learning policies, make learning activities more flexible and enable those learning activities to be distributed among many learning venues.

Industrial Attachment: Is placement of TVET trainees, technical instructors and trainers in an industry for the purpose of gaining practical and employability skills in their area of training.

Manager: a person who undertakes management functions that include planning, organizing, staffing, directing and coordinating in a TVET institution.

open learning: policies and practices that permit entry to learning with no or minimum barriers with respect to age, gender, location or time constraints and with recognition of prior learning.

Note: Open learning emphasizes giving learner choices about:

- Media, whether print or electronic;
- Place of study, whether at home, in the workplace or on campus;
- Pace of study, whether closely paced or unstructured;
- Support mechanisms, whether training staff on demand or computer-assisted learning; and
- Entry and exit points

Programme: A coherent set or sequence of training activities designed and organized to achieve predetermined training objectives or accomplish a specific set of educational tasks over a sustained period.

Note: Within a programme, training activities may also be grouped into sub-components as ‘courses’, ‘modules’, ‘units’ and/or ‘subjects’.

Quality Assurance: consists of procedures, processes and systems used to guarantee and continuously improve the training standards of a TVET institution.

Standard: It is an established norm or requirement.

TVET Institution: An institution offering Technical and Vocational Education and Training.

The Authority: Technical and Vocational Education and Training Authority (TVETA)

CHAPTER 1: OVERVIEW OF TVETA

1.1 PREAMBLE

The Technical and Vocational Education and Training Authority (TVETA) is a State Corporation established by the Technical and Vocational Education and Training (TVET) Act No 29 of 2013 (*Kenya Gazette Supplement No. 44*). TVETA's mandate is to regulate and coordinate the TVET sub-sector through accreditation of institutions, programs and training staff as well as assure access, quality, equity and relevance in education and training.

Prior to the establishment of the Authority, the accreditation and quality assurance functions were being performed by the Directorate of Technical, Accreditation and Quality Assurance (DTAQA) of the Ministry of Education. Under DTAQA, TVET quality assurance services were offered based on the Education Act Cap 211 of 1981 that was the only legal instrument for all levels of education from basic to university. The services offered were however inadequate and lacking in some aspects of accreditation of training institution, staff and programmes. There was a challenge of having multiple regulators using a uniform standard. While inspecting TVET institutions, DTAQA Officers were operating with guidelines prepared by the Ministry of Education for inspection of primary and secondary institutions. These guidelines however, were inappropriate for TVET institutions and therefore the need for the development of this handbook. This handbook addresses but is not limited to the following: accreditation process of TVET institutions, trainers and programmes and the process of conducting quality audit.

1.2 VISION AND MISSION

1.2.1 VISION

A competitive market driven TVET system delivering competent workforce for sustainable development

1.2.2 MISSION

To develop a TVET system that meets national needs and aspirations.

1.2.3 CORE VALUES

- Teamwork
- Accountability
- Efficiency
- Integrity
- Professionalism
- Public Participation

1.3 FUNCTIONS OF TVETA

The core functions of TVETA are as provided for in section 7 of the TVET Act, No. 29 of 2013:

- a. Regulate and co-ordinate training;
- b. Accredite and inspect programmes and courses;
- c. Advise and make recommendations to the cabinet secretary on all matters related to training;
- d. Determine the national technical and vocational training objectives;
- e. Promote access and relevance of training programmes within the framework of the overall national socio-economic development plans and policies;
- f. Prescribe the minimum criteria for admission to training institutions and programmes in order to promote access, equity and gender parity;
- g. Recognize and equate qualifications awarded by local or foreign technical and vocational education institutions in accordance with the standards and guidelines set out by the authority from time to time;
- h. Develop plans, and guidelines for the effective implementation of the provisions of this act;
- i. Establish a training system which meets the needs of both the formal and informal sectors as provided under this act;
- j. Collect, examine and publish information relating to training;
- k. Inspect, license, register and accredit training institutions;
- l. Advise on the development of schemes of service for training staff;
- m. Assure quality and relevance in programmes of training;
- n. Liaise with the national and county governments and with the public and the private sector on matters relating to training;

- o. Undertake, or cause to be undertaken, regular monitoring, evaluation and inspection of training and institutions to ensure compliance with set standards and guidelines;
- p. Mobilize resources for development of training;
- q. Ensure the maintenance of standards, quality and relevance in all aspects of training, including training by or through open, distance and electronic learning;
- r. Approve the process of introduction of new training programmes and review existing programmes in technical and vocational education and training board institutions;
- s. Perform any other functions necessary for the better implementation of the act;

The Authority may where appropriate, with approval of the Cabinet Secretary, delegate the performance of any of its functions to a suitably qualified person or body. For the avoidance of doubt, the Authority shall be the sole body with the powers to perform the functions set out in this section.

1.4 ACCREDITATION AND QUALITY ASSURANCE

For the purpose of accreditation and quality assurance, TVET institutions, trainers and programmes shall meet the requirements set by TVETA. For an institution to be accredited, TVETA must be satisfied that the institution concerned meets the requirements of adequate physical, human and financial resources, approved and relevant academic programmes, and sound structure of governance. TVET trainers must have the relevant academic qualifications as provided for in the Trainers Qualification Framework (TQF) while programme must meet the CBETA requirements. All TVET institutions operating in Kenya must be registered and Licensed under the TVET Act, No 29 of 2013.

1.4.1 BENEFITS OF ACCREDITATION AND QUALITY ASSURANCE

- i. Mark of quality

TVETA is a regulatory body legally established by an Act of parliament to regulate TVET. Once accredited, an institution can display the appropriate TVETA logo on their publicity materials.

Note: An accredited TVET institution may request TVETA in writing for the appropriate logo

ii. Raising standards

TVETA conducts external quality audits in accredited public and private TVET Institutions. The quality audit exercise provides the institutions with invaluable advice on their internal quality assurance processes

iii. Listing on TVETA-accredited institutions register

Accredited institutions are listed on the TVETA register of accredited institutions and displayed on the TVETA website. This provides information for external agencies, partners, and prospective trainees about the institutions and programmes/courses offered.

iv. Benefits to trainees and guardians

Accredited institutions with their approved programmes/courses are listed on the TVETA website providing ease of choosing appropriate TVET institutions and programmes.

v. Benefits to the industry

Accreditation assures provision of quality and relevant training that produces competent graduates for the industry.

vi. Access to emerging information on TVET

Continual advice and updates on sector changes are provided by regular newsletters, posts on the TVETA website, and via social media sites. They enjoy the benefit of periodic capacity building training on emerging trends in TVET. Accredited organizations also receive invitations to join webinars that cover a variety of topics designed for the TVET sector.

1.5 PURPOSE OF THE HANDBOOK

This handbook is a one-stop-shop that provides all necessary information required by stakeholders for the purpose of accreditation of TVET institutions, programmes and staff. It also covers the quality assurance process which is vital in maintaining quality training in accredited TVET institutions.

CHAPTER 2:

CRITERIA FOR ACCREDITATION OF TVET INSTITUTIONS

The following criteria will be the benchmark against which TVET Institutions will be accredited.

2.1 LEADERSHIP AND MANAGEMENT

2.1.1 LEADERSHIP

2.1.1.1 THE COUNCIL

The councils of National Polytechnics and Technical Trainer Colleges shall:

- i. Comply with the provisions of the respective legal orders establishing them.
- ii. Comply with the standard on TVET Councils and Boards of Governors Requirements and Guidelines.

Note: The performance of the Council shall be evaluated by the State Corporations Advisory Committee (SCAC).

2.1.1.2 THE BOARD OF GOVERNORS

The Board of a public institution shall comply with the provisions of Schedule 2 of the TVET Act No.29 of 2013 which is stipulated as follows:

1. The Board of Governors of a public institution shall consist of not less than seven and not more than nine members appointed by the Cabinet Secretary.
2. The membership of the Board of Governors shall be as per Section 1(2) of the Second Schedule of the TVET Act:
 - a. A chairperson;
 - b. A representative of the principal secretary in the ministry responsible for technical and vocational training;
 - c. A representative of the governor of the county within which the institution is located; and
 - d. Six other persons appointed on the basis of their knowledge and experience in:-

- i. Leadership and management
 - ii. Financial management
 - iii. Technology
 - iv. Industry
 - v. Engineering
 - vi. Information communication and technology
3. The Board of Directors for private institutions shall be composed of such number of members as may be determined and appointed by the sponsor or proprietor as indicated in the certificate of registration of that institution.

Note: It is advisable for sole directors of private institutions to bring on board professionals who would provide advice in the management of the Institution. The performance of the Boards shall be evaluated by TVETA. The Principal of the institution shall be the Secretary to the Board of Governors.

2.1.2 THE MANAGEMENT

The management provides strategic direction to the institution to ensure that all its activities are aligned to outcomes. To achieve this:

- i. There will be a functional organizational structure that will be clearly defined and documented. It will state the roles of owners, trustees or governing body, principal/director, senior management, administrator, managers, training staff and administrative/support staff.
- ii. The size of the administrative team will be sufficient to ensure the effective day-to-day running of the institution.
- iii. The management will maintain personnel files for all training and non-training staff. The files will contain but not limited to:
 - a. Certified copies of academic and professional certificates
 - b. Letters of appointment to position held
 - c. Copies of National Identity Card, NSSF and NHIF
 - d. Copies of staff appraisals based on criteria provided by the management
 - e. Copies of promotion letters
 - f. Copies of appointment letters on any internal position(s)

- g. Certificate of good conduct for manager, principals and training staff as stipulated in the TVET Act, 2013 Schedule 2, Section 4
 - h. Certificate of good health (for food handlers)
 - i. Certificate of good conduct (for security persons)
- iv. There will be an effective system for regularly reviewing the performance of staff.
 - v. Policies, procedures and systems will be well documented and effectively disseminated across the institution.
 - vi. An accredited TVET institution will be required to conspicuously display the TVETA registration certificate, and other certificates of accreditation.
 - vii. All basic records and reports related to education and training will remain legible and be safely protected from damage.

2.1.2.1 MANAGEMENT AND ADMINISTRATIVE OFFICES

A TVET institution shall have the following management and administrative offices:

2.1.2.1.1 THE MANAGER/PRINCIPAL

The manager/principal shall be the head of the TVET institution. Other titles used to refer to a head of TVET institution include Director, Administrator, CEO, Commandant and Commissioner.

The head of the TVET institution is responsible for the day-to-day running of the institution. He/she provides leadership to others, coordinates the activities of employees, delegates authority to subordinates, makes decisions on utilization of resources to achieve institutional goals. He/she also acts as a spokesman for the institution. The success of an institution depends on the quality of the management.

The head of a TVET institution shall meet the following requirements:

- i. Be a trainer registered with TVETA
- ii. Has 5 years' experience as a trainer or in a relevant field
- iii. Have a Continuous Professional Development certificate in Institution Manager Programme
- iv. Have a higher qualification than the level of programmes/courses being offered in the institution

Note: Where an institution has more than one branch, the management will appoint a qualified principal for each branch

Roles and Responsibilities of a TVET Manager/Principal

The roles and responsibilities of a TVET Manager/Principal shall include but not limited to the following:

- i. Implementation of the institution's mission
- ii. Preparation and management of training budgets
- iii. Promote, advocate and strengthen industry and TVET linkages
- iv. Facilitate Training, Coaching and Mentoring of Staff
- v. Manage Training Plans and Schedules
- vi. Conduct and manage TVET research, innovation and entrepreneurship
- vii. Perform TVET Institution administration
- viii. Manage internal quality assurance of competency- based assessment
- ix. Ensure equity, equality and inclusivity in the workplace and stimulate active participation of all staff.
- x. Constitute and operationalize institutional committees that shall include but not limited to the following:
 - a. Examination/Assessment committee
 - b. Industrial attachment committee
 - c. Internal Quality Assurance committee
 - d. Work Health and safety committee
 - e. Gender and Disability committee
 - f. Risk Management committee
 - g. Disciplinary committee

2.1.2.1.2 DEPUTY PRINCIPAL

The roles and responsibilities of the deputy principal shall include but not limited to the following:

- a. Offer management and administrative support to the Manager/ Principal

- b. Plan, implement and coordinate training programmes
- c. Coordinate implementation of training support services
- d. Coordinates internal quality assurance in the institution
- e. Coordinate implementation of trainee disciplinary procedures
- f. Coordinate implementation industry and TVET linkages
- g. Ensure equity, equality and inclusivity in the workplace and stimulate active participation of all staff

2.1.2.1.3 REGISTRAR

Roles and responsibilities of the registrar include but are not limited to the following:

- a. Admission of trainees
- b. Maintain updated data of trainees
- c. Maintain the academic records of the institution
- d. Career guidance
- e. Conduct orientation of new trainees
- f. Maintain alumni records

2.1.2.1.4 DEAN OF TRAINEES

The Dean of trainees serves as a primary administrative contact and advocate for trainee welfare. The Dean works directly with trainees to provide services and programs that enhance trainee's life such as mentoring services, sports, clubs and societies. Other functions of the dean of trainees include:

- i. Providing general assistance to trainees on issues relating to their welfare;
- ii. Coordinate implementation of Trainee Welfare programs and provision of services that include provision of health and accommodation services.
- iii. Overseeing the process of trainee leadership elections;
- iv. Serves as the primary administrative contact for parents to address their questions and concerns on trainee welfare.

2.1.2.1.5 EXAMINATION/ASSESSMENT OFFICER

The examination/assessment officer is charged with the coordination of examination/assessment of trainees. The roles and responsibilities of examination/assessment officer include:

- i. Coordinating implementation of examination/assessment policy,

- ii. Chairing the examination/assessment committee,
- iii. Develop examination/assessment schedules,
- iv. Maintain and store records of both internal and external examination/assessment,
- v. Coordinate administration of examinations/assessments, release of examination/assessment results and handling of trainee appeals,
- vi. Manage examination/assessment matters with examining and assessment bodies and communicate the same to trainees.

2.1.2.1.6 INDUSTRIAL LIAISON OFFICER (ILO)

The ILO is charged with the coordination of industrial attachment of training staff and trainees. The roles and responsibilities of ILO include:

- i. Collaborate with industry for placement of trainees for attachment,
- ii. Coordinate acquisition of insurance cover for trainees proceeding on attachment,
- iii. Brief trainees on industrial attachment requirements and their welfare during attachment,
- iv. Coordinate supervision of trainees on attachment,
- v. Maintain supervisors' and trainees' attachment reports,
- vi. Coordinate integration of feedback arising from the industrial attachment experience to improve training and assessment,
- vii. Chairing the industrial attachment committee.

2.1.2.1.7 GUIDANCE AND COUNSELLING DEPARTMENT

The head of guidance and counselling department is entrusted with the responsibility of providing guidance and counselling to trainees and the staff in line with their academic/professional development, career development and personal/social development. The management will provide a suitable guidance and counselling room located at a place with few distractions where privacy and confidentiality can be maintained. The room will have the following basic equipment:

- i. Comfortable seats preferably at the same level
- ii. Lockable storage cabinet for files and other records

The head of Guidance and Counselling Department shall have professional qualifications in guidance and counselling. He/ she shall be responsible for:

- iii. Implementation of guidance and counselling policy
- iv. Development and implementation of the guidance and counselling annual work plan
- v. Chairing guidance and counselling committee
- vi. Maintenance of guidance and counselling records which include but not limited to:
 - a. Counselling notes/ log book
 - b. Reference books and Self-care literature
 - c. Referral records

2.1.2.1.8 INTERNAL QUALITY ASSURANCE (IQA)

An institution will establish its own quality assurance policy, systems and mechanisms as guided in the TVETA's quality assurance manual. The institution shall have a quality assurance committee headed by an internal quality assurance officer. The committee shall:

- i. Coordinate the development and implementation of the IQA policy
- ii. Develop and coordinate implementation of the IQA annual work plan
- iii. Conducting internal quality audits
- iv. Preparation of internal quality audit reports
- v. Conducting institution self-evaluation
- vi. Analyzing internal and external audit reports and making recommendations to management
- vii. Ensure implementation of corrective and preventive actions
- viii. Conducting reviews on QMS
- ix. Identify potential risks and make recommendations for improvement

- x. Submitting annual returns to TVETA capturing the following:
 - a. Data on trainees and staff
 - b. Programs and time table
 - c. Linkages and collaborations
 - d. Reports that will enable TVETA to determine if trainees have met admission requirements
 - e. Reports with respect to trainee graduation rate and employment placement rate of its graduates, details of development made in the institution's physical infrastructure and training.
 - f. Any other reports related to compliance with TVETA regulations.

Note: TVET institutions should refer to the TVET Quality Management System and Assurance Manual in the implementation of internal quality assurance.

2.2 LEGAL AND ADMINISTRATIVE DOCUMENTS

Legal and administrative documents in an institution contain valuable information related to the organization functions. Proper management of these documents helps enhance institutional accountability and timely access to information. Therefore, the management shall maintain relevant education and training documents which include:

2.2.1 Legal Documents:

- i. The Constitution of Kenya 2010
- ii. Sessional paper No.1 of 2019
- iii. TVET Act, 2013
- iv. TVET Act Regulation, 2015
- v. Leadership and Integrity Act 19 of 2012
- vi. Basic Education Act, 2013
- vii. University Act, 2012
- viii. Public Officers Ethics Act, 2003
- ix. KNEC Act, 2012
- x. KNQF Act, 2014
- xi. Industrial Training Act, 2012

- xii. Accountants Act, 2008
- xiii. Public Finance Management Act, 2012
- xiv. Public Procurement and Asset Disposal Act, 2015
- xv. Occupational Safety and Health Act (OSHA)
- xvi. Work Injury Benefits Act, 2007
- xvii. Labour Relations Act, 2007
- xviii. Employment Act, 2007
- xix. Disability Act, 2003
- xx. Science, Technology and Innovation Act, 2012
- xxi. Kenya Institute of Curriculum Development Act, 2012
- xxii. Public Audit Act, 2015
- xxiii. Data Protection Act, 2019
- xxiv. PSC Human Resource Policies and Procedures Manual 2016
- xxv. State Corporations Act, 2012

2.2.2 Gazetted TVETA regulatory standards

In order to ensure that the process of accreditation and quality audit are impartial and systematic, the TVETA Board has developed TVET regulatory standards and guidelines that includes:

- i. Competency Based Education, Training and Assessment (CBETA) Standard
- ii. National Polytechnics Standard
- iii. Centre of Excellence Standard
- iv. Recognition of Prior Learning Standard
- v. Trainer Qualification Framework (TQF)
- vi. Open Distance and e-Learning Standard
- vii. CBET Assessment Centre Standard
- viii. Competence-based Assessment (CBA) Tools Standard

- ix. Recognition and Equation of TVET Qualifications Standard
- x. Industrial Attachment Standard

2.2.3 Administrative Documents

- i. Valid land ownership documents
- ii. Valid public health inspection report
- iii. Visitors book
- iv. Rules and regulations governing trainees conduct
- v. Trainees admission register
- vi. Staff payroll inventories
- vii. Fees payment registers
- viii. Financial statements
- ix. Statutory records
 - a. NSSF
 - b. PAYE
 - c. NHIF

2.3 STRATEGIC PLAN

Strategic planning is an organizational management activity. It is used to set priorities, focus energy and resources, strengthen operations and help ensure that employees are working toward set objectives. The aim is to meet the needs of customers and fulfill stakeholders' expectations.

Features of a strategic plan:

- i. It should have a functional organogram
- ii. Has a clearly stated period of at least three years.
- iii. Have clear vision, mission, objectives and core values of the institution that are aligned to TVET aspirations
- iv. Indicate budget projections for the period of the plan.
- v. Provide an implementation matrix

2.4 ADMISSION REQUIREMENTS

The institution shall recruit and enroll suitable trainees for its programmes/courses. To achieve this:

- i. The entry requirements for each programme/course shall be as stated in the TVETA approved curriculum or as per the Kenya National Qualifications Framework.
- ii. Trainees shall be briefed on the nature and requirements of the courses for which they applied.

2.5 CURRICULUM IMPLEMENTATION

Curriculum implementation shall meet the following:

- i. An institution will be required to offer curricula that are approved by TVETA.
- ii. Prior to implementation of an approved curriculum, an institution shall seek accreditation of the programme by TVETA.
- iii. Provision of required physical and human resources.
- iv. Training sessions will be timetabled and rooms allocated appropriately for the programme(s)/course(s) offered.
- v. Provision of guidelines on training delivery that include but are not limited to professional documents (training plans/ schemes of work, session plans, progress records, record of work done and attendance register) and learning/ training instructional materials.
- vi. Provision of guidelines and requirements for conduct of examinations/ assessments that include:
 - a. Number of assessments per term
 - b. A grading system for each course
 - c. Setting and moderation of examinations/assessments
 - d. Examination/assessment methods
 - e. Credit transfers
 - f. Conditions under which a candidate shall be required to:
 - Undertake a special assessment
 - Re-sit assessment

- Assessment irregularities
- vii. Provision of guidelines on attendance of training sessions, requirements for progression from one level of training to another and requirements for industrial attachment.

Note: For curriculum implementation through Open, Distance and e-Learning (ODEL), an institution is required to implement the TVET Standard - Open, Distance and e-Learning (ODEL) - Requirements and Guidelines (TVETS 05:2023).

2.6 EXAMINATION/ASSESSMENT PROCESS

Examination/Assessment is an integral part of instruction as it helps to determine if the learning outcomes have been achieved. Competency-Based Education and Training helps trainees demonstrate the competencies acquired, under specified conditions, based on the curriculum. The requirements of the examination/assessment process are as follows:

- i. Development and implementation of an examination/assessment policy.
- ii. Establishment and implementation of a systematic mechanism for preparation, moderation and conduct of examinations/assessments. The examination/ assessment shall include formative and summative assessments.
- iii. Maintenance of relevant records including those of examinations/assessments, programme evaluations, trainee retention and placement, graduate traceability and customer satisfaction surveys.
- iv. Provision of appropriate feedback to trainees on their performance and progress.
- v. Adherence to the requirements of the relevant awarding bodies in terms of examination security, administration and certification.
- vi. Performance of trainees during industrial attachment shall be graded and be part of the certification.

2.7 TRAINING STAFF

These include trainers and technicians who are directly involved in the implementation of curriculum. They guide the trainees through the learning experiences with use of appropriate resources so that the desired competencies can be developed. Training staff shall meet the following requirements:

- i. An institution will be required to have qualified training staff in the area of specialization.
- ii. Trainers in an institution shall be registered by TVETA in accordance with the TVET Act, 2013
- iii. The trainer will have training qualifications for competency-based education and training as prescribed in the Trainers Qualification Framework.
- iv. Persons recruited as training staff will possess minimum qualifications that are higher than the level of programmes they are expected to train in the same field. Trainer will be required to renew their training license after every three years with evidence of continuous professional development (CPD) as required by TVETA
- v. Persons offering training through Open, Distance and Electronic Learning (ODEL) shall possess appropriate technical skills for training delivery through ODeL.
- vi. A TVET institution will maintain adequate training staff for each programme of study. The normal training establishment shall be determined by the training load that will not exceed eighteen (18) trainer-trainee contact hours per week per trainer.
- vii. In order to ensure effective and efficient training of practical related programmes, no training staff will handle more than twenty-five (25) trainees at a time.
- viii. In order to ensure effective and efficient training of theory based programmes, no training staff will handle more than thirty (30) trainees at a time.
- ix. The appraisal procedures for training staff shall incorporate regular classroom observation.
- x. Training staff shall be supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of trainees. Areas of training will include but not limited to:
 - a. Current trends in area of discipline
 - b. Latest technologies of training and learning

- xi. Persons recruited as technicians shall possess appropriate qualifications in the specific technical fields.

2.8 UTILITY SERVICES

The services include:

- i. Water
- ii. Waste disposal
- iii. Surface water collection and disposal
- iv. Source of power

2.8.1 WATER

Every institution should have adequate, safe and reliable water supply installed in accordance with the requirements of the Building Code and Public Health Act. The source of water supply may be a water service provider, harvested rain water, bore hole or from river with appropriate treatment systems in place where necessary. The water supply should:

- a. Be wholesome, free from any contamination that may cause disease or injury to health, has no objectionable taste and odour, is aesthetically acceptable and has been certified as such by a recognized water laboratory;
- b. Conform to the requirements of current edition of drinking water standards;
- c. Make provisions for water harvesting to supplement the main water supply;
- d. Have additional storage facility in every institution where animals are kept;
- e. Acquire a borehole drilling permit and borehole logs or water withdrawal permit from a surface source from Water Resources Authority (WRA) where the institution has developed its own water supply; and
- f. Harvest the available rainwater from every new building in accordance with the latest edition of the Building Code of the Republic of Kenya.

Note: The institution shall make available cold water storage facility in each building for domestic purposes taken from the main supply to the buildings or cold water storage tank in each building with sufficient capacity to meet not less than twenty-

four hours' demand from the building's users or a minimum water demand of 100 litres per day per person.

2.8.2 WASTE DISPOSAL

Every institution should have adequate and functional means of sewage and waste disposal. This can be achieved either through the relevant local authority main sewer or of septic tanks, conservancy tanks or cesspool constructed to specifications contained in the Building Code of the Republic of Kenya; or other waste water treatment systems approved by the relevant government agencies. These agencies include, County government, National Environmental Management Authority (NEMA) and Water Resources Authority (WRA). There should be evidence of conformance to the provisions of the National Standards for effluent discharge to the environment for all disposal systems.

2.8.3 SURFACE RUN-OFF WATER COLLECTION AND DISPOSAL

The drainage system should be able to drain and dispose of surface water in such a manner as to cause the least inconveniences or nuisance to the public. There shall be no surface run-off water from TVET institution buildings and related infrastructure such as roads, parking areas, and playing fields.

2.8.4 SOURCE OF POWER

Every institution should provide adequate and reliable electrical power supply. Where applicable an institution should install an emergency power backup system. The supply could be from Kenya power, generators and solar. Electrical Safety guidelines should be adhered to as contained in OSHA Act of 2007.

As part of the global environmental concerns to reduce carbon emissions and combat climate change, institutions are encouraged to embrace renewable/green sources of energy.

2.9 TRAINEE'S WELFARE

Trainee welfare programs and activities are intended to promote trainees' learning and a balanced development of their lives in general. An institution should ensure that its relations with trainees always reflect the highest ethical standards and conform to all applicable rules and regulations. Every institution should establish trainee welfare programs that are consistent with its mission, including services provided for trainees attending branches of the institution where applicable. Such services should support the training programmes/courses and reflect the institution's concern for the welfare of the trainees. In addition, there should be clear guidelines

for conflict resolution and democratic election of trainee leadership with clear links between the trainee body and the administration.

Every institution should provide trainee services such as counseling, academic advising, guidance and spiritual support for trainees enrolled in its programmes/courses. There should be provisions available for Persons with Disabilities.

2.9.1 GUIDANCE AND COUNSELLING

Every institution shall have a guidance and counselling department to address trainee challenges arising from academic and social pressures.

The goal is to create a healthy and safe learning environment, safeguard mental health, counter exclusion and promote trainee social well-being.

2.9.2 RELIGIOUS OBSERVANCE

Institutions have trainees of multiple religions and beliefs. Kenya is a multi-religious State and observes freedom of worship as provided for in the constitution. Institutions should develop policies that offer flexibility to all as far as religious observance is concerned.

2.9.3 GENDER AND DIVERSITY INCLUSION

The institution shall be required to establish, implement and maintain a gender and diversity inclusion policy to ensure non-discrimination of a trainee based on gender and assure inclusion of the marginalized and PWDs to undertake quality education and training. The institution is required to make reasonable adjustments to accommodate trainees with disabilities in line with the Persons with Disabilities Act, of 2003 so that they are not disadvantaged.

2.9.4 CO-CURRICULAR ACTIVITIES

Sports and clubs play a significant role in TVET institutions as it provides opportunities for trainees to develop soft skills, identify and develop talent in sports and games. Trainees also get to engage in inter- college tournaments at the local and national levels. This gives them exposure to work with diverse groups of people. In order to achieve this, institutions are required to:

- i. Provide sporting facilities
- ii. Create relevant clubs and societies
- iii. Appoint trainer(s) to coordinate sport, clubs and societies activities
- iv. Encourage trainees' participation in sports, games and clubs activities.

2.9.5 CODE OF CONDUCT FOR TRAINEES

It is important that trainees conduct themselves in an orderly and ethical manner so as to promote a conducive learning environment. The institution management shall therefore develop and disseminate a code of conduct whose content shall include but not limited to:

- a. Intolerance
- b. Physical Abuse
- c. Smoking
- d. Violence
- e. Property damage
- f. Unseemly Conduct
- g. Fraud
- h. Theft
- i. Mischief
- j. Indecent behavior
- k. Disorderly behaviour
- l. Procession and Demonstration
- m. Drugs and substance abuse
- n. Impersonation

2.10 PHYSICAL RESOURCES

A TVET institution should be situated on adequate land or building space to house all the necessary facilities in accordance with the curriculum requirements. Physical Resources shall apply to:

- a. All buildings or parts of buildings purposely designed and constructed for use;
- b. Any alterations and extensions of buildings or parts of the buildings;
- c. All buildings undergoing material change of use into TVET institution buildings;
- d. All related utility services installations, and site works; and
- e. The surrounding environment.

2.10.1 PHYSICAL FACILITIES

Every TVET institution shall provide appropriate and adequate facilities to cater for the number of programs on offer and trainees' enrolment. As a minimum, a TVET institution shall provide the following facilities:

- a. Theory rooms;
- b. Departmental areas, staff offices and seminar rooms;
- c. Central administration offices;
- d. Library;
- e. Auditorium;
- f. Staff common rooms;
- g. Trainee common rooms with indoor recreation facilities;
- h. Outdoor recreation facilities in form of games or sports facilities;
- i. Drainage system, proper sanitation and water supply;
- j. Health unit;
- k. ICT infrastructure; and
- l. Spaces of worship.

In addition to the facilities provided above, a residential TVET institution shall provide:

- m. Kitchen and dining facilities;
- n. Trainee accommodation, including adequate laundry and storage facilities.

NOTE: A TVET institution should have facilities that can accommodate the projected trainee population at least for the initial programmes/courses on offer.

2.10.2 SURROUNDING ENVIRONMENT

TVET institution facilities shall not be located in:

- a. Environments that could be injurious to the health of trainees, including but not limited to, factories, dumping sites, and quarries;
- b. Environments that can be a distraction to learning, including but are not limited to, bars, night clubs, casinos, and brothels;
- c. Environments whose noise levels are an impediment to learning, including but are not limited to, airports, bus parks and markets.

Note: Every institution is expected to maintain a clean environment and provide adequate suitable sanitation conveniences, which conform in all respects to the

requirements of the Building Code. All persons within the institution and where trainees or other persons of both sexes are accommodated or are expected to be accommodated, the conveniences shall afford proper separate facilities for trainees and staff of each gender. The physical environment must be kept clean at all times.

2.10.3 ACCESSIBILITY TO THE INSTITUTION AND PHYSICAL FACILITIES

TVET institutions shall be easily accessible. The institutions shall:

- a. Ensure that it is accessible through motorable access road;
- b. Maintain proper and adequate directional signage in all its facilities as to assure ease of movement in all areas.
- c. Have reasonable adjustments to cater for Persons with Disability (PWD) that include but not limited to:
 - i. A ramp, a lift or other means as appropriate to enable access to the facilities by PWDs; and
 - ii. Washrooms with appropriate adaptations for PWDs in accordance with the Building Code.

2.10.4 LAND REQUIREMENTS

TVET institution shall own adequate land upon which it shall be situated. A TVET institution, (offering face to face/residential programmes/ courses), shall:

- a. Show evidence of owning land on freehold or renewable leasehold for a term of not less than 5 years at the time of application for registration.
- b. Own land free from all encumbrances other than those of statutory nature;
- c. Be built on land parcels which are either a continuous holding or on land parcels that are contiguous to one another or in close proximity to each other

NOTE: In all cases where land parcels are not continuous to one another, they shall be situated at a distance not exceeding two kilometers from one another and be connected by a motorable road.

- d. Set aside land for other functional areas of the institution:
- e. Open space and car park, which area shall not incorporate land set aside for sporting facilities; and
- f. Land for outdoor sports.
- g. Have a land master plan to guide land use at the institution. The

master plan shall indicate:

- i. The location of the existing and proposed TVET institution buildings;
 - ii. The layout of all roads and pathways serving all buildings, which shall be such that the health and safety of the occupants and user of the TVET institution is not endangered;
 - iii. The layout of all waste and soil drain pipes, sewers, culverts, septic tanks, storm water drains, and run-off catchment drains so laid that the health and safety of all occupants and users of the TVET institution is not endangered;
 - iv. The location of all areas to be used by all other activities related to the TVET institution such as sports fields, farms, forests, arboreta and sewage treatment; and
 - v. The layout of all telephone and electricity service lines shall be laid in a safe manner.
- h. Have a physical master plan designed in such a way that all building facilities and proposed developments are functionally related and compatible - all academic buildings, theory rooms, libraries, laboratories, assembly halls, auditoriums, audiovisual centres and other facilities are in close proximity to one another.

Note: Land requirements for National Polytechnics shall be as stipulated in the TVETS 04:2019: National Polytechnics Requirements and Guidelines.

2.10.5 CONFORMANCE OF PHYSICAL FACILITIES TO STATUTORY REQUIREMENTS

Every building used or intended to be used as part of the TVET institution physical facility shall conform to statutory requirements.

TVET institution premises shall meet minimum requirements for health and safety of the public as prescribed by the relevant laws and by-laws.

Any building designed and constructed for use as TVET institution building shall be approved by the respective county authorities.

Buildings and other physical facilities used by TVET institution shall have:

- i. Approved architectural and structural drawings;
- ii. Approval for alterations or extensions, if any;

- iii. Approval of proposed change of user, if any;
- iv. Certificate of occupation for the newly constructed or altered buildings;
- v. Impact Assessment certificate by National Environment Management Authority;
- vi. Any other statutory approval as may be required.

2.10.6 SAFETY OF PHYSICAL FACILITIES

Every TVET institution shall operate in facilities and structures that are safe for use. All TVET institution buildings shall:

- a. Be serviceable and functional;
- b. Be kept in a good state of repair and maintenance;
- c. Be free from structural failures, excessive deflection, cracking or dilapidation of building material fabric and components;
- d. Be secure for users from such hazards as falling, slipping, tripping; and
- e. Have in place mechanisms to minimize or avoid security risks associated with users.
- f. TVET institution buildings of the types listed in Annex C shall follow the public safety requirements

2.10.7 FIRE SAFETY

All buildings and other physical facilities for use by TVET institution shall have provisions for adequate fire safety, including but not limited to, statutory requirements, other standard practices with regard to fire resistance, means of fire escape, access for fire escape and fire - fighting equipment.

2.10.7.1 TVET institution buildings shall:

- a. Have fire escape routes that are properly labelled, maintained and kept free from any obstruction;
- b. Have sufficiently large doors that open outwards for ease of escape in large rooms
- c. Have two separate doors for large theory rooms/halls;

2.10.7.2 The guidelines given for Building Groups (I), (III) and (III and (VI) shall be adhered to. There shall be provision for adequate and appropriately placed fire-fighting equipment such as hose reels, portable fire extinguishers, fire blankets, dry risers, fire hydrants, sprinkles, and water storage tanks in every building.

2.10.7.3 A fire emergency call number, known to fire marshals shall be visibly placed in all public spaces and all TVET institutions shall have adequately trained fire marshals.

2.10.7.4 All TVET institutions shall have regular fire drills to assess levels of preparedness. All buildings shall have provisions for fire safety signage, rules and assembly points. Fire assembly points shall be clearly labelled.

2.10.7.5 The TVET institution shall be provided with a water supply system for fire-fighting and the water for emergency fire-fighting purposes shall be drawn through the main water supply distribution system via a series of underground hydrants located at regular intervals throughout the site of the TVET institution.

2.10.8 PUBLIC HEALTH

A TVET institution shall provide and maintain a clean, adequate and suitable sanitary conveniences, conforming to statutory requirements for trainees, staff and visitors.

Where trainees or other persons of both gender are accommodated or are expected to be accommodated the conveniences shall afford proper separate facilities for persons of each gender.

In a day TVET institution, the following well lit and ventilated closets, urinals, wash hand basins and drinking water fountains shall be provided for the initial enrolment of 1000 trainees:

- a. One W.C/pit latrine for every 20 female trainees.
- b. One W.C/pit latrine for every 25 male trainees.
- c. One W.C/pit latrine for every 20 female staff.
- d. One W.C/pit latrine for every 25 male staff.
- e. One urinal stall for every 25 male trainees.
- f. One hand wash basin for every 20 trainees.
- g. One drinking water fountain for every 20 users.
- h. A sanitary disposal facility in every water closet for female users.

NOTE: Any enrolment above 1000 trainees shall require one extra facility in each case for every additional 50:40 trainees for males and females respectively.

2.10.9 THEORY ROOMS, LABORATORIES AND OFFICES

2.10.9.1 THEORY ROOMS

TVET institutions shall provide adequate theory rooms that are well lit, ventilated and of appropriate sizes. The minimum theory room floor area per trainee in square metres shall be 1.5 where the theory room has desks and chairs and 1.0 where the theory room has lecture chairs only.

TVET institution shall provide a minimum of one theory room for each course of study. Every room used as a theory room shall:

- a. Be provided with windows with an effective area of not less than 20 per cent of the floor area of the room and 75 per cent of the window area openable to the external air,
- b. Not have a height of less than 2.60 meter from floor to ceiling, or where there is no ceiling to the wall plate; and
- c. Be provided with adequate, well illuminated writing surface at each seat and a place to set books and papers.

2.10.9.2 STAFF OFFICES

A TVET institution shall provide adequate space to accommodate academic and non-academic staff offices.

The departmental offices shall comprise of the following minimum number of offices/workspaces:

- a. One Head of Department office,
- b. Office Administrator's office,
- c. Academic staff offices; and
- d. At least one common room for staff.

Academic and non-academic members' staff offices shall have the following minimum floor areas:

- a. Head of Department: 7 square meters;
- b. Common room for staff: Adequate space to provide 4 square meters for every trainer;
- c. Common room for non-academic staff: Adequate space to provide 4 square meters for one staff; and,
- d. Rooms used as administrative offices shall be seven (7) square meters in area minimum.

The administrative offices shall be conveniently accessible from the main entrance to the institution so as to serve as the logical reception point for special guests as well as general visitors arriving at the institution.

The minimum total office space provided for the TVET institution's central administrative offices shall be 50 square meters.

2.10.9.3 GENERAL ASSEMBLY ROOM

TVET institutions shall provide a building facility for general assembly that shall be in the form of an auditorium, a large theory room or an assembly hall with assignable space per seat/trainee of 1.5 square meters.

2.10.9.4 TRAINING LABORATORIES, WORKSHOPS AND STUDIOS

A TVET institution conducting courses requiring the use of laboratories or specialized facilities as part of instructional facilities shall, in addition to providing theory rooms, provide adequate laboratory facilities.

A TVET institution laboratory/workshop facilities shall:

- a. Be adequate and in close proximity to theory rooms;
- b. Have room for instructional workstations;
- c. Have the provision of storage and preparatory room, and a workshop/laboratory office;
- d. Have the provision of the following service facilities, where applicable:
 - i. Adequate windows openable to external air,
 - ii. Fume cupboards and fume hoods in the preparation and storage rooms.
- e. Have standard table top electrical service outlets for the instructor's table and for each pair of trainees' workstation;
- f. Have adequate lighting free of glare from exterior sunlight;
- g. Have surface treatment of floors, wall and ceiling to reduce noise;
- h. Have a sink with hot and cold water service installation for the instructor's table and for each pair of trainees' workstation;
- i. Have gas for the instructor's table and for each pair of trainees' workstation;
- j. Have the provision of built-in furniture and equipment;
- k. Have at least one instructor's table;
- l. Have, at least, one workstation for each pair of trainees, adequate

stools or chairs, chalkboard, white board or tack board, wall mounted;
and

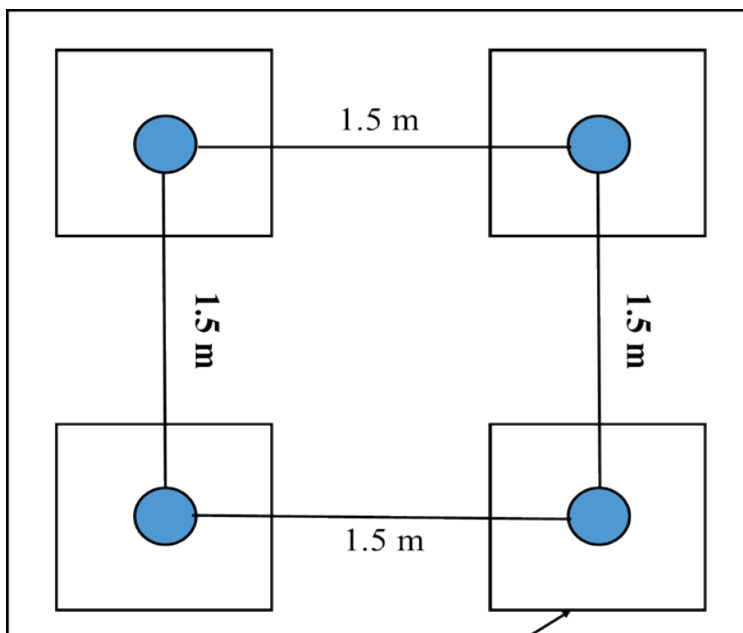
- m. Have at least one corrosion resistant sink and eye-wash fountain.

The assignable space per seat shall conform to the specifications contained in the Table 1

Table 1: Minimum Laboratory Space Per Trainee

S/No.	Workshop/Laboratory	Minimum space per trainee in m ²
1.	Applied Science and Agriculture	2.80
2.	Health and related sciences	2.70
3.	Telecommunication	2.40
4.	Mass Media (TV, Radio)	2.80
5.	Engineering (excluding Mechanical)	3.70
6.	Engineering (Mechanical)	6.50
7.	Architecture	2.80
8.	Hotel/Hospitality Management	2.80
9.	Hair and Beauty	2.40
10.	Clothing	2.40
11.	Computer Science/IT/Secretarial	1.50

Below is an illustration of minimum spacing in a Computer Science Laboratory



1.50 m² Working
Space Per Trainee

A TVET institution offering health related courses shall have the laboratory requirements specified in the specified curriculum, and any specialized provisions specified by the relevant professional bodies.

A TVET institution offering Building, Civil, Water Engineering or other related programmes shall have but not limited to:

- a. Workshops for carpentry and joinery, masonry and concrete works and building services,
- b. Laboratory space for materials sciences, concrete technology and soil mechanics,
- c. Spaces for demonstration units in various building construction techniques,
- d. Drawing office.

A TVET institution offering Architecture shall have studios for each class with adequate individual workspace at the rate of 2.8 square metres per workstation and the institution shall also have but not limited to:

- a. Architectural design studios for each class with adequate individual workspace of 2.8 m² per trainee and a minimum of 2.0 m² pin-up area;
- b. An architectural science laboratory with sufficient equipment specifically to study thermodynamics, acoustics and lighting;
- c. One material display space (materials library);
- d. One carpentry, masonry and plumbing workshop; and
- e. Spaces within the overall premises of the department for external activities such as those required for workshops fabrication and for erection of buildings components and for testing their exposure of weather activities.

A TVET institution offering Mechanical Engineering (Automotive, Plant, Production or other related programs) shall have the following workshops/laboratories where applicable:

- a. Production/Machine Workshop
- b. Metrology Laboratory
- c. Mechanical Engineering Plant Workshop
- d. Fluids Laboratory
- e. Thermodynamics Laboratory
- f. Automotive Workshop
- g. Materials Laboratory

- h. Welding and Fabrication Workshop
- i. Drawing Office

A TVET institution offering Electrical and Electronics Engineering programs shall have the following workshops/laboratories where applicable:

- a. Electrical Power Laboratory.
- b. Electronics/Telecommunications Laboratory.
- c. Instrumentation Laboratory.
- d. Electrical Installation Workshop.
- e. Drawing Office.

A TVET institution offering Institutional Management programs shall have a production workshop and service area, provided with adequate installations for instructions in food preparation, cooking and services. Catering and Accommodation practical rooms shall also be equipped with laundry and ironing facilities.

A TVET institution offering Food Science programs shall have a food laboratory.

A TVET institution offering Agricultural programs shall have at least two and a half hectares of land set aside as an institution farm over and above the land requirement that is stipulated for an ordinary institution.

A TVET institution offering Computer Science, Information Technology or Computer Applications shall have adequate computer laboratories that incorporate the following:

- a. At least one computer for every two trainees;
- b. A local area network running on a platform that is current; and
- c. Access to the internet.

A TVET institution offering broadcast media programs shall have the following:

- a. Broadcast media studio for radio/TV production
- b. Computer laboratory installed with sound/video editing software

A TVET institution offering photography programs shall have a photography studio.

A TVET institution shall provide other additional training equipment and/or facilities as shall be recommended by professionals as a result of emerging issues and/or global trends.

2.10.9.5 STUDIOS, LABORATORIES AND WORKSHOPS FOR FINE ARTS

A TVET institution offering Fine Art and related programs shall have the relevant studios, laboratories and workshops. A TVET institution shall provide:

- a. Studios for drawing from life, general drawing, basic design painting, ceramic and films; graphic photography and print, life painting, still life painting, textile design and weaving and sculpture;
- b. Laboratories for ceramic glazing and testing, glass design and technology, silver smiting and jewelry, musicology, remote sensing, photogrammetry and computing;
- c. Workshop space for model casting, woodcarving and hydrography;
- d. Space for sculpture, garden outdoor wood burning kilns and such other facilities as may be specified by the curriculum.

2.10.9.6 LABORATORIES FOR TELECOMMUNICATION ENGINEERING

A TVET institution offering Telecommunication Engineering and related programmes shall have laboratories with adequate space for digital and analogue communication, electromagnetic engineering, control and fiber-optics.

A TVET institution shall have, but not limited to the following, for every year of study;

- a. Anechoic chamber, servers and workstations;
- b. State-of-the-art facility for wireless sensor networks, network security, mobile networking, data packet routers, voice over IP gears with software switch, media server, trunk gateway, IP phone;
- c. Equipment, such as, microwave trainer, antenna trainer, network analyzers, signal generators, digital oscilloscopes and tools;
- d. Theory rooms equipped with visual aids; and
- e. Adequate space that is required for all the activities is approximately 4m² per trainee.

In addition to meeting the statutory requirement in providing the physical infrastructure, workshops and laboratories for the different trade areas should have the minimum equipment and tools to be able to offer the course and impart the required competencies. An example of equipment required for an ICT laboratory is shown below:

Minimum equipment and requirement to offer Basic ICT skills (maximum of 25 trainees per session).

Description	Specification
ICT Equipment	13' PC's (Minimum of 1PC for 2 trainees) 1 trainer PC 1 inkjet or laser printer 1 projector 1 projector screen Officially licensed windows pre-installed Officially licensed Microsoft office pre-installed Officially licensed anti-virus program Protected and controlled internet connection 1 trainer desk and 1 trainer chair 1 whiteboard 200 x 125 cm 13 double trainees desk 25 trainees' chairs

2.10.10 LIBRARY FACILITY

A TVET institution shall provide library facilities for trainees which will include and not limited to:

- i. Information resources that are relevant, adequate in quality and quantity and cater for users with special needs;
- ii. Information Communication Technologies in information management and operations;
- iii. Qualified library staff;
- iv. Library services that are convenient and conducive for study and research;
- v. Adequate natural lighting and ventilation;
- vi. Sitting capacity of 10% of trainee enrolment and 25% of training staff;

- vii. Minimum study space of 2.25 square metres per reader;
- viii. Adequate luggage area for trainees and training staff;
- ix. Safety for users from such hazards as fire, falling, slipping, tripping; and have in place mechanisms to minimize or avoid security risks associated with users and infectious diseases like Covid 19;
- x. Appropriate infrastructure and adaptations should be made to cater for the PWDs.

Note: A TVET institution may have an online library in place of a physical library or a blend of the two.

2.10.11 CATERING AND ACCOMMODATION

2.10.11.1 CATERING

A TVET institution providing catering facilities for trainees shall ensure that the facilities are adequate, safe, well-lit and ventilated. A TVET institution catering facility shall have:

- a. Food preparation area of not less than 2.25 square meter per cook;
- b. Dish washing and serving areas, of not less than 2.25 square meter per person;
- c. Kitchen storage of not less than 0.50 square meters per trainee;
- d. Kitchen staff and services area of not less than 2.25 square meter per trainee;
- e. A dining hall of not less than 2.25 square meter of floor area per trainee;
- f. Adequate facilities for cleaning utensils, and of suitable and sufficient washing and sanitary facilities in form of lavatories, shower rooms, changing and cloakrooms for kitchen staff; and
- g. Sufficient provision for doors that open to the outside to ensure rapid exit in case of fire or other emergency.

2.10.11.2 TRAINEE'S ACCOMMODATION

The total floor area of rooms used as trainee accommodation shall not be less than the following area:

- a. Single room, 4 m²;
- b. Double trainee room or cubicle, 8 m²; and
- c. Three or four trainee room 12 m²;

Trainees' accommodation in TVET institutions shall be provided in facilities that are adequate, safe, well-lit and ventilated. Trainees' accommodation shall:

- a. House not more than four trainees per room;
- b. Be separate for male and female trainees; and
- c. Be provided with sufficient doorways in every trainee hall to ensure rapid exit in case of fire or other emergencies.

2.10.12 RECREATIONAL FACILITIES

A TVET institution shall provide adequate recreational facilities for trainees and staff. A TVET institution shall:

- a. Provide common rooms with adequate indoor sports and recreational facilities for staff and trainees;
- b. Provide for outdoor sports and recreational activities;
- c. Procure legally binding memorandum of agreement where sports and recreational facilities are leased or shared.

CHAPTER 3:

THE ACCREDITATION PROCESS

3.1 OVERVIEW

The accreditation process is conducted as per the TVET Act, 2013, TVET Regulations 2015 and TVET Regulatory Standards whose details are elaborated in this Handbook. TVETA accredits institutions, programmes/courses and trainers. Accreditation of an institution entails four stages: application by the institution, inspection of the institution by TVETA officers, approval by the Board and feedback to the institution. It is important for institutions to note that only programmes formally applied for shall be considered for accreditation. Institutions should therefore be familiar with requirements and procedures for accreditation to guide their applications.

Accreditation of a TVET institution is based on an inspection of the full range of its provision. The Authority requires evidence that the institution's management maintains acceptable standards and meets its legal and compliance obligations during the accreditation period.

As detailed in Section 1.4 of this handbook, the Authority will carry out due diligence of an institution at the enquiry and application stages. Once the application stage has been completed, a physical inspection is conducted to assess the compliance of the institution against the set standards. The physical inspection shall be carried out for all premises that are to be considered for accreditation.

While the Authority offers advice on compliance to set standards, the institution should be prepared to accept constructive criticism of its level of compliance.

If an accredited institution wishes to amend the type or scope of its accreditation, a formal request and rationale will be required. TVETA will then consider whether a further inspection is required before such a change can be granted.

3.2 SCOPE OF ACCREDITATION

TVETA accredits all public and private TVET institutions in Kenya. The scope of accreditation of an institution covers the following areas as per the provisions of the TVET Act: 2013 TVET Regulations, 2015 and TVET Standards:

- a. Accreditation of an institution or a branch
- b. Renewal of accreditation
- c. Re-registration of a closed institution

- d. Change of location
- e. Change of management/ownership
- f. Change of name
- g. Additional programmes and change of mode of delivery
- h. Change in enrolment
- i. Accreditation of an Open, Distance and e-Learning (ODEL) Centre
- j. Accreditation of a Centre of Excellence
- k. Accreditation of foreign institutions and programmes
- l. Any other change in the particulars as per the initial registration certificate

Each of the above categories has its own requirements and procedures for accreditation. As the Authority accredits TVET institutions in their entirety, all requirements must be submitted so that they can be considered for assessment during the initial application and inspection.

Accreditation is a rigorous process that involves several stages before a successful completion. Where all required documents have been submitted, the accreditation process may take up to three months.

3.3 REQUIREMENTS AND PROCEDURES FOR ACCREDITATION

3.3.1 REGISTRATION OF TRAINERS, ASSESSORS AND VERIFIERS

Section 23 of the TVET Act, 2013 requires that all TVET trainers are registered and licensed by the Authority. The list of accredited trainers shall be posted on the Authority's website and training providers shall be required to recruit only accredited trainers. Section 17(4) of the Act gives penalty for non-compliance.

Applicants as trainers, assessors and verifiers must meet requirements as stated in the TVETS_03-1_2022: TVET Standard — Trainers Qualification Framework — Part 1: General and TVETS_07_2023: CBET Assessment Centre requirements and guidelines. TVET trainers and industry practitioners are eligible to apply as assessors and/or verifiers for TVET programmes. Application Procedure for Trainer, Assessor and Verifier Requirements for application:

An applicant is required to have the following documents in soft copy.

- i. Colored passport size photo;
- ii. Certified academic documents (certificate and transcripts) by the issuing institution or Commissioner of Oaths or Notary Public;

- iii. Testimonials and/or appointment letters;
- iv. Work permit for a foreign applicant.

MIS Application Procedure

- i. Type this link <https://mis.tveta.go.ke> on the web browser to access the TVET MIS homepage and locate the “Trainer/Assessor/Verifier” icon.
- ii. If you are a first user, click the register button to create an account. After creating an account, an email link will be sent to your personal email provided for activation. Click on the link to activate the account and set the password.
- iii. Log in to your account. The portal will open a page with five areas to be filled. These are: Personal Information, Contact Information, Education, Experience, Confirmation.
- iv. Enter the information required, attach required documents. Click, save, and continue after every step.
- v. After the applicant declares that the information provided is true, correct, and complete the applicant submits the information.
- vi. After submission, the applicant is automatically led to the licensing page. Select the area of licensing and then click on apply.
- vii. This opens up to the payment page. Make payment of the required amount.

Note 1: Once an application is submitted, it will not be possible for the applicant to edit their application. However, in the event of missing information, the applicant can contact TVETA through support@tveta.go.ke to be enabled to edit information. The Authority will review information submitted and give feedback.

Note 2: An applicant for registration as a verifier shall provide evidence of having been trained as assessment verifier by a recognized institution.

In case of any challenge, write an email to support@tveta.go.ke

3.3.2 REGISTRATION OF AN INSTITUTION OR A BRANCH

Registration of an institution or a branch/ campus shall be granted as per the provision of sections 17 to 22 of the TVET Act, 2013. The Authority accredits institutions, training programmes/courses and approves managers of private institutions.

The procedure for registration is as outlined below:

- a. Letter of No Objection to registration of an institution name. A public TVET institution shall not be required to obtain a Letter of No Objection. However, a private TVET institution shall be required to obtain the Letter of No Objection through the MIS by following the procedure outlined below:
 - i. Propose a name suitable for your institution and submit it to TVETA for approval. A proposed name should not fall under the following categories:
 - Misleading names, for example, Upendo Training Institute and Upendo Training College. Where Upendo Training Institute already exists, clients may be duped to think that Upendo Training College is a campus of Upendo Training Institute. Same or deceptively similar name. For example, the difference between a proposed name and existing name is the use of uppercase or lowercase letters, use of superscript, subscript, letters or numerals.
 - Reserved name. For example, a name that may create a false implication of government affiliation. Use of words that commonly denote government organization include but not limited to 'Agency', 'Authority', 'County'
 - ii. Obtain a "letter of no objection" on the suitability of the name from the Authority.
 - iii. Register the name of the institution through the E-citizen portal. You will be prompted to attach your letter of no objection.
 - iv. The E-citizen portal will then generate a business name certificate.
- b. List of Required Documents in Soft Copy
 - i. Registration Certificate/law establishing the institution
 - ii. Lease document/title deed
 - iii. Institution Logo
 - iv. Institution's Letterhead
 - v. Public health certificate
 - vi. Certificate of practical completion of new buildings from the Ministry of Public Works.

- vii. Board members' passport photo
 - viii. Inventories for offices (if available)/theory rooms (if available)/workshops (if available)/laboratories (if available)/library (if available)/boarding facilities (if available)
 - ix. Organogram
 - x. Operational plan (if available)
 - xi. Management Procedure Plan (if available)
 - xii. Quality Management System (if available)
 - xiii. Principals appointment letter
 - xiv. Manager appointment letter (for private institutions)
- c. The application process for Registration of an Institution. Below are the steps for application for registration of a TVET institution:
- i. Click on the link mis.tveta.go.ke
 - ii. A page with Institution and Trainer/Assessor/Verifier opens
 - iii. Click register then sign up to create an institution account.
 - iv. After creating an account, an email link will be sent to the institution email provided for activation. Click on the link to activate the account and set the password.
 - v. The portal will open a page with areas to be filled.
 - vi. Fill on General Information. Provide the specified information and upload the required documents. Save and Continue to the next stages on Physical Facilities, Health and Safety, Governance and Management, Training and Learning, Staff, Trainee Data, Trainer Preparation and Examination, Industrial Attachment and Research, Innovation and Stakeholder Cooperation.
 - vii. Confirm your details then submit the application by clicking on the 'Declare and Finish' button.
 - viii. A payment page opens up. Make the required payment. (Institutions should use the Customer Reference Number as the Account number when making the payment)

The TVET MIS Payment Modes are as follows:

i. MPESA STK PUSH

In this option, the *M-Pesa* registered customer gets a pop-up notification on phone to confirm the initiated transaction by the MIS.

The transaction is then processed after the customer keys in their MPESA PIN and confirms the transaction. The customer (Institution or Trainer applicant) gets transaction confirmation messages and a payment receipt is generated on MIS.

ii. LIPA NA MPESA

How to Make payment:

- a. Go to the MPESA menu,
- b. Select payment services
- c. Choose Pay Bill option
- d. Enter 222 222 as the business number
- e. Enter 1212502450 as the account number
- f. Enter the amount
- g. Enter your pin and press Ok

iii. KCB BANKING

- a. Print your Invoice/Statement
- b. Present it to KCB,
- c. Quote your Customer Reference Number generated by the System

Bank Details

A/C Name: Technical and Vocational Education and Training Authority

A/C No.: 1212502450

Bank: Kenya Commercial Bank

Branch: Kipande House

In case of any challenge, write an email to support@tveta.go.ke

Note: The application process is deemed complete when all the required documentation has been received, and full payment has been made.

- d. Acknowledgment: Upon completion of the process described in (b) above, the applicant will receive an automated acknowledgment.
- e. Inspection: Physical inspection of the institution for compliance with

set standards shall be conducted by a team of not less than three (3) inspectors within sixty (60) days from the date of acknowledgement of the application. The inspectors will prepare an inspection report as per the prescribed format which will be presented to the Board.

- f. Registration and Licensing: Resolution of the Board based on evaluation of the inspection report shall be:
 - i. Approve Registration and Licensing of the institution and issue a registration certificate and training license for a period of five years;
 - ii. Approve registration only for an institution and issue a provisional registration certificate valid for a period of 12 months;
 - iii. Reject the application, and
 - iv. Request the institution to improve within a period of six months.

The applicant is notified of the Board resolution within 3 months from the date of complete application. The Authority will issue a registration certificate and a training License to accredited institutions and maintain a register of Registered and Licensed institutions.

3.3.3 REACCREDITATION OF INSTITUTIONS

The registration certificate of an institution expires after five (5) years upon which the institution is required to seek reaccreditation.

The requirements and procedure are as stipulated below:

A. Institutions with Existing TVET MIS Accounts

Step One: Accessing the MIS portal

- a. Visit the TVET MIS portal on mis.tveta.go.ke and click on login
- b. Access the dashboard and click on Services
- c. Navigate to the Services Section and click on “Renewal of Registration, Accreditation and Licensing”
- d. Click on “Apply for this service” to submit the application.
- e. Proceed to Step Two for payment.

B. Institutions with No Existing TVET MIS Accounts

Step One: Accessing the MIS portal

- a. Visit the TVET MIS portal on mis.tveta.go.ke and click on login
- b. Fill on General Information. Provide the specified information and upload the required documents. Save and Continue to the next stages on Physical Facilities, Sanitation and Health and Safety, Governance and Management, Training and Learning, Staff, Trainee Data, Trainer Preparation and Examination, Industrial Attachment and Attachment and Research, Innovation and Stakeholder Cooperation.
- c. Navigate to the Services Section
- d. Click on “Renewal of Registration, Accreditation and Licensing”
- e. Click on “Apply for this service” to submit the application.
- f. Proceed to Step Three for payment.

Step Two Payment

Upon clicking on ‘Apply for this service’ a payment page opens up. Make the required payment through LIPA NA MPESA using PayBill Number **222 222** and input **1212502450** as the account number.

In case of any challenge, write an email to support@tveta.go.ke

Once the payments have been done, the steps d, e and f in clause 3.3.2 will apply.

Note: The Authority expects that accredited institutions will improve their quality assurance processes over the period of accreditation. The Authority will contact an institution six months before the accreditation is due to expire. The application for Renewal shall be done three months before the expiry date of the current accreditation.

3.3.4 RE-REGISTRATION OF A CLOSED INSTITUTION

The procedure to be followed for Re-Registration of a closed institution shall be as per section 3.3.2.

3.3.5 CHANGE OF LOCATION

- a. Visit the TVET MIS portal on mis.tveta.go.ke and click on login
- b. Access the dashboard and click on Services
- c. Navigate to the Services Section and click on “Change of Location”
- d. Click on “submit” to complete the application.

- e. Upon clicking on 'submit' a payment page opens up. Make the required payment using your customer reference number (a number starting with a capital C and indicated on the payment section) as your account number.

Once the payments have been done, the steps d, e and f in clause 3.3.2 will apply.

3.3.6 EXPANSION OF ENROLLMENT

The procedure for application for expansion of enrolment is as outlined below:

- a. Visit the TVET MIS portal on mis.tveta.go.ke and click on login
- b. Access the dashboard and click on Services
- c. Navigate to the Services Section and click on "Expansion of trainee enrolment"
- d. Click on "Submit" to complete the application.
- e. Upon clicking on 'submit' a payment page opens up. Make the required payment through LIPA NA MPESA using PayBill Number 222 222 and input 1212502450 as the account number.

Once the payments have been done, the steps d, e and f in clause 3.3.2 will apply.

In case of any challenge, write an email to support@tveta.go.ke.

3.3.7 LICENSING OF ADDITIONAL PROGRAMMES/COURSES

Whenever an institution intends to introduce new programmes/courses it is a legal requirement that the institution is assessed to determine its readiness in terms of learning and training resources. The inspection is prompted by the institution's request to introduce a new course and may include a request for approval as an assessment centre.

The procedure for application for licensing of additional programme(s)/course(s) is as outlined below:

- a. Visit the TVET MIS portal on mis.tveta.go.ke and click on login
- b. Access the dashboard and click on Services
- c. Navigate to the Services Section and click on "Addition of programme(s)"
- d. Click on "Save & Checkout" to submit the application.
- e. Upon clicking on 'Save & Checkout' a payment page opens up. Make the required payment through LIPA NA MPESA using PayBill Number 222 222 and input 1212502450 as the account number.

Once the payments have been done, the steps d, e and f in clause 3.3.2 will apply.

In case of any challenge, write an email to support@tveta.go.ke.

3.3.8 CHANGE OF NAME/OWNERSHIP/MANAGEMENT

The procedure for application for licensing of Change of Name/Ownership/Management is as outlined below:

- a. Visit the TVET MIS portal on mis.tveta.go.ke and click on login
- b. Access the dashboard and click on Services
- c. Navigate to the Services Section and click on “Change of Name/Ownership/Management”
- d. Click on “Submit” to complete the application.
- e. Upon clicking on ‘Submit’ a payment page opens up. Make the required payment through LIPA NA MPESA using PayBill Number 222 222 and input 1212502450 as the account number.

In case of any challenge, write an email to support@tveta.go.ke.

3.3.9 ACCREDITATION OF AN INSTITUTION OFFERING TVET THROUGH OPEN, DISTANCE AND E-LEARNING (ODEL)

The requirements for registration of an institution offering ODeL are as stipulated in section 3.3.2. in this Accreditation Handbook and the TVET Standard-Open, Distance and e-Learning (ODEL) - Requirements and Guidelines (TVETS_05_2023).

An institution applying to offer training through ODeL shall complete the Application Form for ODeL Centres in TVET which can be downloaded from the TVETA website through the link <https://www.tveta.go.ke/downloads/>

3.3.10 ACCREDITATION OF AN RPL CENTRE IN TVET

The accreditation of an RPL Centre shall be done in line with the TVET Standard – Recognition of Prior Learning (RPL)-Requirements and Guidelines (TVETS_02_2019).

An institution applying to be accredited as an RPL Centre shall complete the Application Form for RPL Centres in TVET which can be downloaded from the TVETA website through the link <https://www.tveta.go.ke/downloads/>

3.3.11 ACCREDITATION OF A CENTRE OF EXCELLENCE

The accreditation of a Centre of Excellence shall be done in line with the Centre of Excellence Standard - Requirements and Guidelines (TVETS_06_2019).

An institution applying to be recognized as a Centre of Excellence shall complete the Application for Centres of Excellence in TVET which can be downloaded from the TVETA website through the link <https://www.tveta.go.ke/downloads/>

Note: During application for an ODeL Centre, RPL Centre and Centre of Excellence, a TVET institution shall be required to provide the documents listed in section 3.3.2 (b) in Soft Copy in addition to filling the application form(s).

3.3.12 COST OF ACCREDITATION

Details of the fees associated with accreditation of institutions and programmes are available on the TVETA website through the link <https://www.tveta.go.ke/wp-content/uploads/2019/06/Summerised-KENYA-GAZETTE-TVETA-Fee.pdf> and upon request to TVETA.

3.3.13 REJECTED OR WITHDRAWN REGISTRATION

If the TVETA Board has rejected accreditation to a new institution or withdrawn accreditation from an institution, the institution is free to reapply after the Standards set by the Board have been met.

3.3.14 CESSATION OF OPERATION

If a registered TVET institution wishes to wind up its training operation, the management of the institution shall notify the Board in writing.

The institution must ensure the following:

- i. All stakeholders are notified.
- ii. Trainees are placed in alternative registered TVET institutions of their own choice, accredited by TVETA, and a report on the same submitted to the Authority.

3.3.15 INSPECTION

3.3.15.1 NOTIFICATION FOR INSPECTION

Once an inspection has been scheduled, TVETA will notify the institution of the dates.

3.3.15.2 SELF-EVALUATION

Prior to an accreditation inspection, an institution is required to complete and submit a self-evaluation report assessing its quality assurance mechanisms against

the Authority's set standards. Institutions are provided with guidance on completing the self-evaluation report.

3.3.15.3 ELEMENTS OF AN INSPECTION

While the exact nature of an inspection varies from one institution to another, the following elements apply to all inspections:

1. Introductory meeting with the management of the institution
2. A tour of the premises to observe infrastructure, tools, equipment and training materials
3. Individual meetings with training and administrative staff
4. Scrutiny of documentation, relevant databases and other electronic systems
5. A final meeting with the management of the institution to provide feedback on the findings of the inspection. The feedback will not include any information as to whether the outcome will lead to accreditation, since the final decision lies entirely with the Board.

3.3.16 ACCREDITATION OUTCOME

3.3.16.1 DECISION ON THE OUTCOME OF ACCREDITATION

Following an inspection, the inspection report will be considered by the Board, which will make the decisions set out below. The Board can decide to register and license, register only, reject, or defer registration of an institution subject to making certain improvements. The decision will be communicated to the institution.

The Board may reject registration if an institution has failed to meet the set standards for accreditation. If an institution's registration is rejected, the reasons for this action will be clearly explained in the inspection report.

Note: the institutions that qualify for register only status will be granted a Provisional Registration which shall last for a period of 12 months.

3.3.16.2 DETERMINATION OF A REVISED APPLICATION

Where a decision on accreditation or re-accreditation has been deferred, an applicant may resubmit a revised application within a period of six months.

3.3.16.3 STATEMENT OF ACCREDITATION

Institutions that have been accredited may use the TVETA accreditation mark shown below in their promotional materials.



Institutions accredited by TVETA are encouraged to use the logo on all appropriate documentation and publicity. However, they need to observe the following restrictions:

- i. Only official graphics supplied by TVETA can be used. These are available in several variations to meet contextual design considerations.
- ii. The size, positioning, and colouring must adhere to TVETA's design specification. Details of this specification and further guidance on using the accreditation mark are available, along with the graphic files, from the TVETA offices and website.
- iii. All accredited institutions will be notified of any changes to the accreditation mark at least 30 days before they take effect. All instances of the accreditation mark should be replaced in all online and printed promotional materials as soon as the change is effected.
- iv. The accreditation mark must not be used on award, attendance, or completion certificates. Using the TVETA mark on a certificate could be considered fraudulent use of the TVETA name and can be grounds for withdrawal of accreditation.
- v. The TVETA logo is a registered trademark and must not be duplicated, recreated, or adapted, except as part of the agreed usage of the accreditation mark as described above.

3.3.16.4 AREAS OF IMPROVEMENT

The concluding section of an inspection report may contain areas of improvement which are categorized as being of high, medium, or low priority:

1. High priority: Those that the inspectors consider necessary to action as a matter of urgency.
2. Medium priority: Those that the inspectors consider can be actioned

over a longer timeframe and before the next inspection.

3. Low priority: Those that the inspectors consider can be actioned over a longer timeframe and before the next inspection but that are a lower priority to address than medium-priority areas of improvement.

These action points will be taken into account by the Board when making their decision regarding the registration and licensing of the institution.

An institution is expected to have addressed all the areas of improvement by the time of the next inspection. The Board may request a shorter time period for high or medium action points to be addressed by the institution. If a shorter time period is set, the institution may be asked to submit evidence to show that it has met the areas of improvement.

3.3.16.5 MAINTAINING ACCREDITATION STATUS

Although a major achievement for any institution, gaining accreditation is not the end of the process. As an accredited institution, there are continuing responsibilities both to maintain the standards required for TVETA accreditation and to cooperate fully with TVETA in its monitoring of these standards. These responsibilities are as follows:

- i. Comply with relevant laws, regulations and set standards.
- ii. Work to meet the requirements set out in previous inspection reports and consider the additional recommendations
- iii. Respond promptly to all communication from the Authority.
- iv. Cooperate with TVETA staff during inspection.
- v. Submit annual returns
- vi. Address any concerns raised by the Authority to satisfaction
- vii. Comply with the Data Protection Act, 2019.
- viii. Pay the annual accreditation fees promptly
- ix. Submit an application for re-accreditation before the expiry date of the current accreditation.

3.3.16.6 NOTIFICATION OF CHANGES

The Authority must be immediately notified of any significant changes to an institution's provision, premises, management, or ownership. Significant changes in an institution include:

1. Change of the institution's name
2. Change of ownership of the institution.
3. Change of principal, manager, Relocation to new premises
4. Use of additional premises
5. Change in the training programme from that seen in the previous inspection.

It is the institution's responsibility to inform the Authority in good time when such changes occur. If such a change is planned in advance, the Authority should be notified not later than two weeks after the completion of the plan.

3.3.16.7 OBJECTION TO REGISTRATION AND WITHDRAWAL OF ACCREDITATION

a. OBJECTION TO REGISTRATION

Section 20(2a) of the TVET Act No. 29 of 2013 empowers the TVETA Board to decline registration of an institution if the Board is satisfied that the institution has not met the minimum requirements for registration.

b. WITHDRAWAL OF ACCREDITATION

Section 37 of the TVET Act No. 29 of 2013 empowers the TVETA Board to close an institution and remove it from the register where the institution has not complied with any set standards such as:

- i. Institution fails to submit annual returns in the prescribed manner as per section 41;
- ii. Institution is a place in which efficient and suitable education or instruction is not being provided; or
- iii. Training is being conducted or managed in a manner which is, in the opinion of the Board, prejudicial to the physical, mental or moral wellbeing of the trainees of the institution, or to peace, good order or good government in Kenya; or
- iv. An Institution having trainers engaged in training and yet they are not registered and licensed by TVETA under section 25 of the TVET Act, 2013.

- v. Institution issues unauthorized certificates or diplomas in breach of the TVET Act, 2013 section 17.
- vi. Institution enrolls trainees into unapproved TVET course(s)
- vii. Institution fails to notify TVETA of a significant change in operation of the institution for a period beyond six (6) months or any other specified time by TVETA.
- viii. Institution fails to meet any other TVET standards regulations as stipulated in TVET Act, 2013, TVET Regulations, gazetted Requirements and guidelines and/or this Handbook for Accreditation of TVET institutions. If an accreditation is withdrawn, the institution has a right to re-apply to the TVETA Board for reaccreditation subject to meeting the set requirements. Such an application shall be submitted after a period of not more than six months from the date of withdrawal of accreditation. If the institution is not satisfied, it may appeal to the cabinet secretary responsible for education and training.

CHAPTER 4

QUALITY AUDIT

4.1 OVERVIEW

TVET quality is a set of characteristics of a TVET competence-based education and training through which mandatory standards set by TVETA as well as other stakeholders' and the labour market expectations are met. TVET quality relates to the achievement of the outcomes and competences (knowledge, skills and attitudes) in fulfilling the expectations of trainees and apprentices as well as graduates, their families, employers, community and the nation at large.

4.2 QUALITY AREAS AND CRITERIA IN TVET INSTITUTIONS

Kenya TVET Quality Assurance Framework provides guidance for the TVET institutions external quality audits by the Authority as well as internal quality audits. The main quality areas are:

- i. Leadership, management and administration
- ii. Physical facilities
- iii. Human resource
- iv. Training delivery
- v. Programme evaluation
- vi. Trainee support
- vii. Research, innovation and cooperation

Appendices 1 and 2 show tools to be used in conducting quality audits in NPs/ TVCs and VTCs respectively.

4.3 INTERNAL QUALITY ASSURANCE

Each institution shall establish its own Internal Quality Assurance (IQA) policy, systems and mechanisms in line with TVET Act 2013 and the TVET Quality Management System and Assurance Manual. Every institution shall;

- i. Establish, implement and manage credible IQA systems;

- ii. Establish and promote appropriate collaborative arrangements with national and international agencies on standards and quality assurance; and
- iii. Establish systems and processes for the continuous review and improvement of standards and IQA system.

All institutions through the IQA office shall submit the following information to the Authority on an annual basis or any other time as may be requested in the prescribed format. The information to be provided include;

- i. Data on infrastructure
- ii. Data on management, staff and trainees;
- iii. Programmes, workload allocation and time table;
- iv. Innovations, patents and commercialization
- v. Data on industrial attachment, linkages and collaborations;
- vi. Data on graduation and employment rates (tracer studies) any other data required by the Authority.

4.4 EXTERNAL QUALITY ASSURANCE

TVETA is the external quality assurance agency for TVET as provided for in the TVET Act, 2013. The Act provides for the Board to conduct periodic quality audits of the accredited institutions for purposes of assessing and evaluating the quality of training. Every accredited institution is expected to be audited after every two years. Monitoring and evaluation shall be done by monitors and evaluators appointed by the Board. The monitors and evaluators shall have the power to inquire into infrastructure, equipment, programs, the training staff, trainees, or any other relevant matter concerning the institution. The Authority may or may not give prior notification of its intention to carry out monitoring and evaluation of a training institution.

After completion of monitoring and evaluation a report shall be prepared in the prescribed format for submission to the Board. A preliminary report shall be left with the institution on the day of quality audit.

Note: Any person who refuses, hinders or obstructs monitors and evaluators from carrying out the evaluation commits an offence as per Section 35 of TVET Act, 2013.

If on evaluation an institution is in default of any set standards, it will be served with a written notice to comply under Section 36 of the Act. Any institution that fails to comply with the notice, may be closed either permanently or until the notice is complied with as per Section 37 of TVET Act, 2013. Any person aggrieved by the decision of the Board to close an institution may appeal to the Cabinet Secretary within thirty days of the decision.

Note: All TVET institutions shall pay an annual quality assurance fee of Kshs. 500 per trainee enrolled at the institution.

4.5 CLOSURE OF NON-COMPLIANT TVET INSTITUTIONS

Section 37 of the TVET Act No. 29 of 2013 empowers the Board to close an institution and remove it from the register where the institution has not complied with any set standards such as:

- i. Institution is a place in which efficient and suitable education or instruction is not being provided; or
- ii. Training is being conducted or managed in a manner which is, in the opinion of the Board, prejudicial to the physical, mental or moral wellbeing of the trainees of the institution, or to peace, good order or good governance in Kenya; or
- iii. An Institution having trainers engaged in training and yet they are not registered and licensed by TVETA under section 25 of the TVET Act, 2013.
- iv. Institution issues unauthorized certification for any qualifications or diplomas in breach of the TVET Act, 2013 section 17.
- v. Institution enrolls trainees into unapproved TVET course(s)
- vi. Institution fails to notify TVETA of a significant change in operation of the institution for a period beyond six (6) months or any other specified time by TVETA.
- vii. Institution fails to meet any other TVET standards regulations as stipulated in TVET Act, 2013, TVET Regulations, gazetted Requirements and guidelines and/or this Handbook for Accreditation of TVET institutions
- viii. If the institution's physical facilities have been condemned by relevant authority.

If accreditation is withdrawn, the institution has a right to re-apply to the Authority Board for re- accreditation subject to meeting the set requirements. Such an application shall be submitted after a period of not more than six months from the date of withdrawal of accreditation. If the institution is not satisfied, it may appeal to the cabinet secretary responsible for education and training.

4.6 SPECIAL AUDIT

This is an assessment carried out under special circumstances which includes a strike, complaints or calamities for example fire outbreak, disease outbreak etc. or a specific purpose e.g. school awards, donations and grants. A specific criterion is applied.

REFERENCES

1. TVET Act No.29, 2013
2. Sessional Paper No. 1 of 2019 on a Policy Framework for Reforming Education and Training for Sustainable Development in Kenya
3. The National Building Code, 2020
4. National Planning and Building Authority, Kenya. (2009) Planning and Building Regulations

APPENDIX 1: NATIONAL POLYTECHNIC/TECHNICAL AND VOCATIONAL COLLEGE QUALITY AUDIT TOOL



TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING AUTHORITY

NATIONAL POLYTECHNIC AND TECHNICAL AND VOCATIONAL COLLEGE QUALITY AUDIT TOOL

1.0 INSTITUTIONAL PARTICULARS			
Name of institution			
TVETA Reg. No		No. of licenced courses	
Date of Registration			
Address		Box:	Town
Location/Building:			
Road/Street:			
GPS Coordinates			
Tel No.			
e-mail Address:		Website	
County:		Sub-County	Ward:
Category (i.e., NP/TTC/TVC)			
Form of ownership (Public, Sole proprietorship, Partnership, Limited Company, Faith Based)			
Name of Principal/ Manager (Where applicable)			
Date of Quality Audit		Previous	Current

1.0 LEADERSHIP, MANAGEMENT AND GOVERNANCE

Audit Area	Indicator/Question Target	Score	Totals	Remarks	Recommendations
1.1 Strategic plan	Availability				
	Vision and mission clearly stated.				
	Clarity of objectives.				
	Evidence of implementation.				
	Evidence of Organizational Structure	0	0		
1.2 Board of Governors/ Directors/ Council	Validity of the Board members				
	Properly constituted (Complying with the TVET Act)				
	Frequency of Meetings (Evidence of Minutes)				
	Existence of The Board committees.				
	Qualifications and experience of The Board members.	0	0		
1.3 Senior Management /Academic board	Gender Balance				
	Qualified and Experienced				
	Frequency of Meetings (Evidence of Minutes at least Once Termly)				
	Evidence of implementation of management decisions.	0	0		
1.4 Internal quality assurance	Availability of a committee (appointment letters)				
	Meetings (minutes on frequency)				
	IQA Schedule of activities/work plan				
	Quality Assurance Programme	0	0		

1.5	Administrative support documents	Staff payroll inventories			
		Remittance of Statutory deductions (NHIF, NSSF, PAYE)			
		Visitors book			
		Land ownership documents. eg. Title Deed, Lease Agreement, Allotment letter			
		Student Management Records E.g. Admission Register, Transcripts, Leaving certificates			
		Valid public health report		0	
		The Constitution of Kenya, 2010			
		Sessional Paper No 1 of 2019			
		TVET Act 2013			
		Basic Education Act, 2012			
1.6	Legal documents	Kenya National Qualifications Framework Act 2014			
		KNEC Act 2012			
		Occupation Safety & Health Act (OSHA) 2007			
		Work Injuries and Benefits Act (WIBA) 2007			
		Labour Relations Act of 2007			
		Employment Act, 2007			
		TVETA Standards and Guidelines		0	
		Fees Register			
		Receipts Book/evidence of fee payments/collections			
		Cashbook			
1.7	Financial Management	Approved Budget			
		Procurement Plan			
		Audited financial reports		0	
		Sub Total		0	
Overall Recommendations:					

2. AUDIT CRITERIA FOR PHYSICAL RESOURCES

2.1 Administrative Offices

S/No.	Offices	Size (m)	Accessibility (PWDs)	Condition	Availability of suitable Furniture	Fit for Purpose	Totals
1	Principals Office						
2	Staff room						
3	G&C room						
4							
Sub Total							
Remarks and Recommendations:							

2.2 Theory rooms- Sample a maximum of 10 lecture rooms, preferably from different departments (score from accessibility to adequacy)

S/No.	Lecture Rooms	Size (m)	Capacity per shift	Accessibility PWDs	Condition	Availability of suitable Furniture	Fit for the programme	Adequacy	Totals
1									
2									
3									
Sub-Total									
Remarks and Recommendations:									

2.3 Workshops/Laboratories Sample a maximum of 10 workshops , preferably from different department (score from accessibility to organization)

No.	Workshops	Size (m)	Capacity per shift	Accessibility PWDs	Condition	Availability of equipment	Fit for the programme/ Adequacy	Safety	*Workshop Layout	Score
1.										
2.										
3.										
Sub-Total										
*Workshop layout; adequate spacing, marked floor, clear gangways, machine, and equipment arrangements, properly labelled signages										
Remarks and Recommendations:										

2.4 Tools and Equipment (as per the workshops sampled above preferably from 10 different department)

Sampled Workshop (e-g MVM, Carpentry etc)	Relevant for the Programme	Condition and Functionality	Availability of Technician	Storage (Inventory)	Adequacy	Organization (Arrangement of Tools/ Equipment)	Properly Installed and Labelled	Totals
1								0
2								0
3								0
Sub-Total								
Overall Recommendations:								

Audit Area	Indicator/Question Target	Score	Totals	Remarks	Recommendations
2.5 Safety measures	Fire fighting equipment				
	First aid kit				
	Emergency exit (Signage)				
	Fire assembly point		0		
	Fire drills				
	Personal protective equipment				
	Fencing and gate				
	Adherence to Health Guidelines				
	Availability of washrooms/urinals (Trainers, trainees)				
	2.6 Sanitation facilities	Adequacy (male, female, Sanitary bins)		0	
Condition (Cleanliness, Lighting)					
Waste disposal (solid and liquid)					
Provision for special needs					
Power and backup system					
Renewable energy(availability)					
Water (adequate, safe and reliable)					
2.7 Utilities	Sports facility (availability/MoU, adequacy)		0		
	Lawns (maintenance)				
	Proper signages for direction				

2.8	Library services	Availability				
		Borrowing system in place and Utilized				
		Reading space versus enrollment(space should accommodate 10% of the student population)			0	
		Adequacy of reference materials (relevant to programmes offered)				
		Qualified library staff				
		Provision of E-resource				
Sub Totals				0		
Overall Recommendations:						

3. AUDIT CRITERIA FOR HUMAN RESOURCES

	Audit Area	Indicator/Question Target	Score	Totals	Remarks	Recommendations
3.1	Trainers	Trainers qualifications(maintenance of records)		0		
		Trainers Bio data (availability of records)				
		Development plan (Capacity building)				
		Trainers Workload (Sufficient workload)				
		Availability of staff establishment (Documented)				
		Existence of performance management system (Appraisals)				

3.2 Support Staff	Sufficient for institutional functions									0
	Appropriately deployed (Qualifications and experience)									
	Scheme of service/Career progression guideline									
	Balanced (Gender)									
	HR Policies/Procedure Implemented in place (Gender, Disability)									
	Availability of job descriptions									
	Existence of performance management system (Appraisals)									
	Capacity development plans									
	Compliance certificates (Good conduct for watchmen)									
Compliance certificate (public health certificate for food handlers)										
Sub Totals										0

3.3 Trainers Analysis Template - (Do not score -use only for analysis to support scoring of 3.1)

S/No.	Trainers Name	Qualifications (Specify area of specialization)	Experience (Training & Industry experience)	Training area	TVETA License No.	Remarks
1						
2						
3						
Overall Recommendations:						

4. AUDIT CRITERIA FOR TRAINING DELIVERY

	Audit Area	Indicator/Question Target	Score	Totals	Remarks	Recommendations
4.1	Time table	Availability		0		
		Trainee friendly				
		Reflects curriculum requirements				
4.2	Classrooms Attendance	Lessons are attended as timetabled		0		
		Appropriate methodology used				
		Mechanism for training supervision (Trainee Attendance marked, Trainer Attendance marked)				
4.3	Updated professional documents	Course outline/Session Plan		0		
		Schemes of work				
		Record of work				
		Progress records/Portfolio of Evidence				
		Training notes/handouts				
		Assessment is regular				
4.4	Assessment/ Examinations	Mechanism for setting and moderation in place		0		
		Analysis of assessment/Examination results				
		Supervision of exams/Assessment				
		Marking scheme				
		Exam /Assessment policy				
		Verification mechanism				

4.5	Industrial attachments as part of the learning process	Industrial attachment policy available	0	
		Industrial attachment carried out		
		Sourcing for placement of trainees		
		Records maintained (Log books, Placement list)		
		Industrial Liaison Officer (ILO) in place		
		Trainees supervised (Supervision schedules)		
	Insurance for trainees			
Sub Totals			0	

4.6 Programmes data Sheet (populate as per the template)

S/No	Courses	Level	Exam Body	Licensed by TVETA	Trainers Availability	Adequate Facilities	Approved Enrolment (as per TVETA License) No	Actual Enrolment			Remarks
								M	F	Total	
1											
2											
3											
Overall Recommendations:											

5.0 PROGRAMMES EVALUATION (SCORE AS PER ANALYSIS IN 5.1 ABOVE)

Indicator/Question Target	Score	Remarks	Recommendations
1 Accredited (licensed)			
2 Enrolment (within the approved ceiling)			
3 Programme versus Trainers			
4 Programme versus Facilities			
5 Trainer-trainee ratio per course is within provided standards guidelines			
6 Number of Programmes under collaboration with universities (for NPs)			

7	Technical versus Business (proportion of each)		
8	Gender Balance (Proportion)		
9	Level of programmes (proportion of Artisans, Craft, Diploma)		
10	Trainers Qualification (proportion of qualified trainers)		
11	Trainers Registration status(Proportion of Registered Trainers)		
Sub Total		0	
Overall Recommendations:			

6. AUDIT CRITERIA FOR TRAINEE SUPPORT

Audit Area	Indicator/Question Target	Score	Totals	Remarks	Recommendations
6.1 Trainee support procedures	Admission procedures (Trainee admission register)		0		
	Code of conduct (Evidence of use, trainee awareness)				
	Discipline procedure (Developed and documented)				
	Complaints procedure (Documented, suggestion box)				
	Staff in charge				
6.2 Trainee welfare	Scholarships (Beneficiaries documented, Trainee awareness, MoU)		0		
	Trainee representative (Available, mode of appointment, democratic space)				
	Clubs and sports				
	Vulnerable trainee support e.g. expectant mothers, orphans, PWDs (Documentation, support programme)				

	Availability of Guidance and Counseling unit					
	Appointment of head of G&C					
	Evidence of Guidance and Counseling records					
	Career Guidance Services/orientation (Schedules, staff in charge)					
	Availability/ Database/ Documentation		0			
6.3	Alumni Networks	Active (activities in institution, meetings)				
		Planned projects				
		Availability	0			
6.4	Accommodation (where applicable)	Availability of a qualified matron/janitor				
		Condition (State of maintenance e.g. painting, tidiness, Lighting, ventilation)				
		Adequacy (standard size)				
		Organization (well arranged)				
		Safety provisions (instructions/rules, fire, doors opening)				
		Accessibility (Ramps, lifts)				
	Sub Total		0			
	Overall Recommendations:					

7. AUDIT CRITERIA FOR INNOVATION, RESEARCH AND COOPERATION


	Audit Area	Indicator/Question Target	Score	Totals	Remarks	Recommendations
7.1	Innovation	Innovation Committee in place		0		
		Initiated innovation				
		Programmes for patenting				
		Promotion plan/in use				
		Commercialization				
		Open-days organized				
7.2	Labour market/industry information	Mechanism for obtaining feedback		0		
		Documentation of information				
		Use of feedback to improve training (minutes of meetings to discuss the same, course outline etc.)				
7.3	Research Initiative	Research unit established/committee		0		
		Activities planned				
		Support system/budget				
		Partnering with other organizations in research				
		System for disseminating research findings e.g. journals, conferences, symposium,				
		Customer satisfaction and employee satisfaction survey				

7.4	Linkages and collaborations	Activities planned	0		
		Participation in benchmarking			
		Skills show, competitions and conferences			
		Exchange programmes for trainers and trainees			
		Industrial /Field visits			
		Partnerships (MoUs)			
7.5	Participating in community activities/ Corporate social responsibility	Community needs identified	0		
		Activities and plans to respond to community needs			
		Greening/ Resource conservation (tree planting, water harvesting, bio gas, renewable energy)			
7.6	Entrepreneurship and income generating activities	Production units initiated	0		
		Trainees participating in production units			
		Projects/incubation hubs			
		Entrepreneurship is being taught			
		Exhibitions and trade fairs			
Sub Total			0		
Overall Recommendations:					

PARTICIPANTS IN QUALITY ASSURANCE**Quality Auditors**

S/No.	Name	Signature	Date
1			
2			
3			
4			

APPENDIX 2: VOCATIONAL TRAINING CENTRE QUALITY AUDIT TOOL

				
<h3>TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING AUTHORITY</h3>				
<h4>VOCATIONAL TRAINING CENTRE QUALITY AUDIT REPORT</h4>				
INSTITUTIONAL PARTICULARS				
Name of institution				
TVETA Reg. No		No. of licenced courses:		
Date of Registration				
Postal Address:	Box:	Code	Town	
Location/Building:				
Road/Street:				
GPS Coordinates				
Tel No.				

e-mail Address :				Website	
County:		Sub-County			
		Ward:			
Category (i.e., NP/TTC/TVC)					
Form of ownership (Public, Sole proprietorship, Partnership, Limited Company, Faith Based)					
Name of Principal/ Manager (Where applicable)					
Date of Quality Audit			Previous		
			Current		
1.0 LEADERSHIP, MANAGEMENT AND GOVERNANCE					
Audit Area	Indicator/Question Target	Score	Totals	Remarks	Recommendations
1.1	Availability		0		
	Vision and mission clearly stated.				
	Clarity of objectives.				
	Evidence of implementation.				
	Evidence of Organizational Structure				
1.2	Validity of the The Board members		0		
	Properly constituted (Complying with the TVET Act)				
	Frequency of Meetings (Evidence of Minutes)				
	Existence of The Board committees.				
	Qualifications and experience of The Board members.				

1.3	Senior Management /Academic board	Audit Area	Indicator/Question Target	Score	Totals	Remarks	Recommendations
			Gender Balance				
			Qualified and Experienced				
			Frequency of Meetings (Evidence of Minutes at least Once Termly)				
			Evidence of implementation of management decisions.		0		
1.4	Internal quality assurance		Availability of a committee (appointment letters)				
			Meetings (minutes on frequency)				
			IQA Schedule of activities/work plan				
			Quality Assurance Programme		0		
			Staff payroll inventories				
			Remittance of Statutory deductions (NHIF, NSSF, PAYE)				
			Visitors book				
			Land ownership documents.eg. Title Deed, Lease Agreement, Allotment letter				
1.5	Administrative support documents		Student Management Records E.g. Admission Register, Transcripts, Leaving certificates				
			Valid public health report		0		
			The Constitution of Kenya, 2010				
			Sessional Paper No 1 of 2019				
			TVET Act 2013				
			Basic Education Act, 2012				
			Kenya National Qualifications Framework Act 2014				
			KNEC Act 2012				
1.6	Legal documents						

1.7	Legal documents	Occupation Safety & Health Act (OSHA) 2007											
		Work Injuries and Benefits Act (WIBA)/2007											
		Labour Relations Act of 2007											
		Employment Act, 2007											
		TVETA Standards and Guidelines										0	
		Fees Register											
		Receipts Book/evidence of fee payments/collections											
		Cashbook											
		Approved Budget											
		Procurement Plan											
		Audited financial reports									0		
		Sub Total									0		
Overall Recommendations:													
2.0 Audit Criteria for Physical Resources													
2.1 Administrative offices													
S/No	Offices	Size (m)	Accessibility (PWDs)	Availability of suitable Furniture	Condition	Fit for Purpose	Totals						
1	Principals Office						0						
2	Staff room						0						
3	G&C room						0						
		Sub Total					0						
Remarks and Recommendations:													
2.2 Theory rooms- Sample a maximum of 10 lecture rooms, preferably from different departments (score from accessibility to adequacy)													

S/No.	Lecture Rooms	Size (m)	Capacity per shift	Accessibility PWDs	Condition	Availability of suitable Furniture	Fit for the programme	Adequacy	Totals	
1									0	
2									0	
3									0	
4									0	
5									0	
6									0	
7									0	
8									0	
9									0	
10									0	
	Sub total								0	
Remarks and recommendations:										
2.3 Workshops/Laboratories Sample a maximum of 10 workshops , preferably from different department (score from accessibility to organization)										
	Workshops	Size (m)	Capacity per shift	Accessibility PWDs	Condition	Availability of equipment	Fit for the programme/Adequacy	Safety	*Workshop Layout	Score
1										0
2										0
3										0
4										0
5										0
6										0
7										0
8										0
9										0

2.5	Safety measures	Fire fighting equipment		0		
		First aid kit				
		Emergency exit (Signage)				
		Fire assembly point				
		Fire drills				
		Personal protective equipment				
		Fencing and gate				
2.6	Sanitation facilities	Adherence to Health Guidelines		0		
		Availability of washrooms/urinals (Trainers, trainees)				
		Adequacy (male, female, Sanitary bins)				
		Condition (Cleanliness, Lighting)				
		Waste disposal (solid and liquid)				
		Provision for special needs				
		Power and backup system				
2.7	Utilities	Renewable energy(availability)		0		
		Water (adequate, safe and reliable)				
		Sports facility (availability/MoU, adequacy)				
		Lawns (maintenance)				
		Proper signages for direction				

2.8	Library services	Availability						
		Borrowing system in place and Utilized						
		Reading space versus enrollment(space should accommodate 10% of the student population)						
		Adequacy of reference materials (relevant to programmes offered)						
		Qualified library staff						
		Provision of E-resource			0			
Sub Totals							0	
Overall Recommendations:								
3.0 Audit Criteria for Human Resources.								
3.1	Trainers	Audit Area	Indicator/Question Target	Score	Totals	Remarks	Recommendations	
			Trainers qualifications (maintenance of records)					
			Trainers Bio data (availability of records)					
			Development plan (Capacity building)					
			Trainers Workload (Sufficient workload)					
			Availability of staff establishment (Documented)					
	Existence of performance management system (Appraisals)				0			

3.2	Support Staff	Sufficient for institutional functions								
		Appropriately deployed (Qualifications and experience)								
		Scheme of service/Career progression guideline								
		Balanced (Gender)								
		HR Policies/Procedure Implemented in place (Gender, Disability)								
		Availability of job descriptions								
	Support Staff Cont.	Existence of performance management system (Appraisals)								
		Capacity development plans								
		Compliance certificates (Good conduct for watchmen)								
		Compliance certificate (public health certificate for food handlers)			0					
		Sub Totals			0					
3.3 Trainers Analysis Template - (Do not score -use only for analysis to support scoring of 3.1)										
S/No.	Trainers Name	Qualifications (Specify area of specialization)	Experience (Training & Industry experience)	Training area	TVETA License No.	Remarks				
1										
2										
3										
4										

5													
6													
7													
8													
9													
10													
Overall Recommendations:													
4.0 Audit Criteria for Training delivery													
	Audit Area	Indicator/Question Target	Score	Totals	Remarks	Recommendations							
4.1	Time table	Availability		0									
		Trainee friendly											
		Reflects curriculum requirements											
4.2	Classrooms Attendance	Lessons are attended as timetabled		0									
		Appropriate methodology used											
		Mechanism for training supervision (Trainee Attendance marked, Trainer Attendance marked)											
4.3	Updated professional documents	Course outline/Session Plan		0									
		Schemes of work											
		Record of work											
		Progress records/Portfolio of Evidence											
		Training notes/handouts											

4.4	Assessment/ Examinations	Assessment is regular																		
		Mechanism for setting and moderation in place																		
		Analysis of assessment/ Examination results																		
		Supervision of exams/Assessment																		
		Marking scheme																		
		Exam /Assessment policy																		
		Verification mechanism																		
4.5	Industrial attachments as part of the learning process	Industrial attachment policy available																		
		Industrial attachment carried out																		
		Sourcing for placement of trainees																		
		Records maintained (Log books, Placement list)																		
		Industrial Liaison Officer (ILO) in place																		
		Trainees supervised (Supervision schedules)																		
		Insurance for trainees																		
Sub Totals																				
4.6 Programmes data Sheet (populate as per the template)																				
S/No	Courses	Level	Exam Body	Licensed by TVETA	Trainers Availability	Ade-quate Facilities	Approved Enrolment (as per TVE-TA License)	Actual Enrolment			Remarks									
1								M	F	Total										
2																				
3																				
4																				


5																						
6																						
7																						
8																						
9																						
10																						
Overall Recommendations:																						
5.0 Programmes evaluation (Score as per analysis in 5.1 above)																						
	Indicator/Question Target	Score	Remarks	Recommendations																		
1	Accredited (licensed)																					
2	Enrollment (within the approved ceiling)																					
3	Programme versus Trainers																					
4	Programme versus Facilities																					
5	Trainer-trainee ratio per course is within provided standards guidelines																					
6	Number of Programmes under collaboration with TVCs																					
7	Technical versus Business (proportion of each)																					
8	Gender Balance (Proportion)																					
9	Level of programmes (proportion of Artisans, Grade Test)																					
10	Trainers Qualification (proportion of qualified trainers)																					
11	Trainers Registration status(Proportion of Registered Trainers)																					
	Sub Total	0																				
Overall Recommendations:																						

6.0 Audit Criteria for Trainee Support						
Audit Area	Indicator/Question Target	Score	Totals	Remarks	Recommendations	
6.1	Admission procedures (Trainee admission register)		0			
	Code of conduct (Evidence of use, trainee awareness)					
	Discipline procedure (Developed and documented)					
	Complaints procedure (Documented, suggestion box)					
6.2	Staff in charge		0			
	Scholarships (Beneficiaries documented, Trainee awareness, MoU)					
	Trainee representative (Available, mode of appointment, democratic space)					
	Clubs and sports					
	Vulnerable trainee support e.g. expectant mothers, orphans, PWDs (Documentation, support programme)					
	Availability of Guidance and Counseling unit					
	Appointment of head of G&C					
	Evidence of Guidance and Counseling records					
	Career Guidance Services/orientation (Schedules, staff in charge)					
	Availability/ Database/ Documentation					
6.3	Active (activities in institution, meetings Planned projects)		0			
	Alumni Networks					

6.4	Accommodation (where applicable)	Availability						
		Availability of a qualified matron/janitor						
		Condition (State of maintenance e.g. painting, tidiness, Lighting, ventilation)						
		Adequacy (standard size)						
		Organization (well arranged)						
		Safety provisions (instructions/rules, fire, doors opening)						
		Accessibility (Ramps, lifts)					0	
Sub Total							0	
Overall Recommendations:								
7.0 Audit Criteria for Innovation, Entrepreneurship and Cooperation								
	Audit Area	Indicator/Question Target	Score	Totals	Remarks	Recommendations		
7.1	Innovation	Innovation Committee in place						
		Initiated innovation						
		Programmes for patenting						
		Promotion plan/in use						
		Commercialization						
		Open-days organized			0			
7.2	Labour market/ industry information	Mechanism for obtaining feedback						
		Documentation of information						
		Use of feedback to improve training (minutes of meetings to discuss the same, course outline etc.)			0			

7.3	Linkages and collaborations	Activities planned								
		Participation in benchmarking								
7.4	Participating in community activities/ Corporate social responsibility	Skills show, competitions and conferences								
		Exchange programmes for trainers and trainees								
		Industrial /Field visits								
		Partnerships (MoUs)		0						
7.5	Entrepreneurship and income generating activities	Community needs identified								
		Activities and plans to respond to community needs								
		Greening/ Resource conservation (tree planting, water harvesting, bio gas, renewable energy)		0						
		Production units initiated								
		Trainees participating in production units								
	Sub Total	Projects/incubation hubs								
		Entrepreneurship is being taught								
		Exhibitions and trade fairs		0						
		0								
Overall Recommendations:										
PARTICIPANTS IN QUALITY ASSURANCE										
TVETA Quality Auditors										
S/No.	Name	Signature	Date							
1										
2										
3										

APPENDIX 3: TVET MIS APPLICATION PROCESS

Home


TVET MIS

Letter of No Objection Registration

Proposed Institution Name *

Email Address *

This field is required.

Password

This field is required.

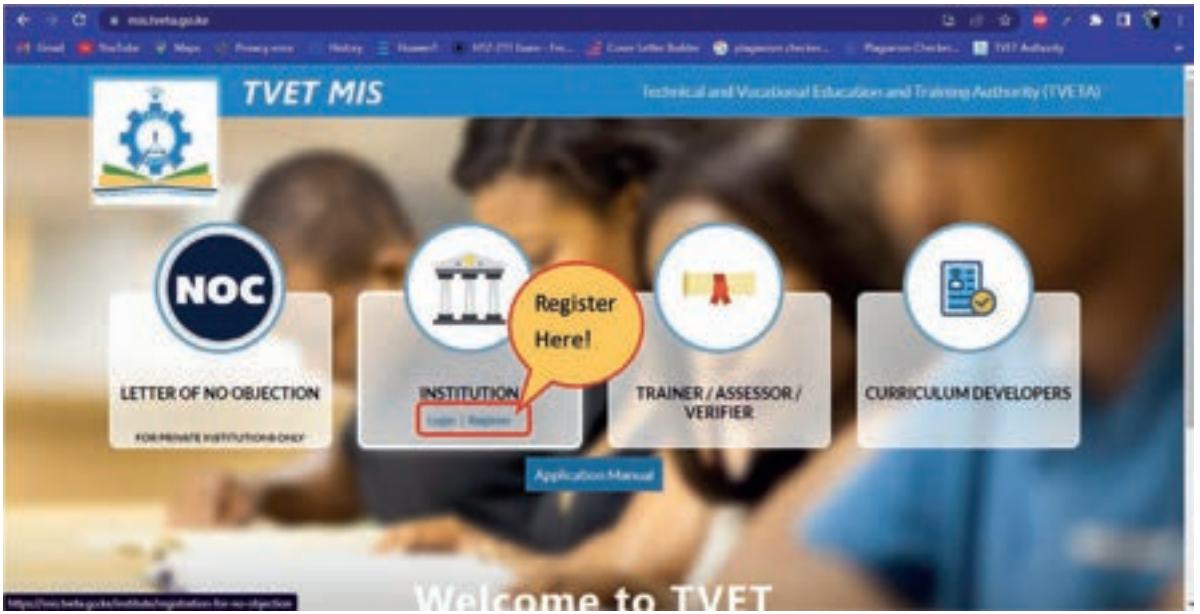
Confirm Password

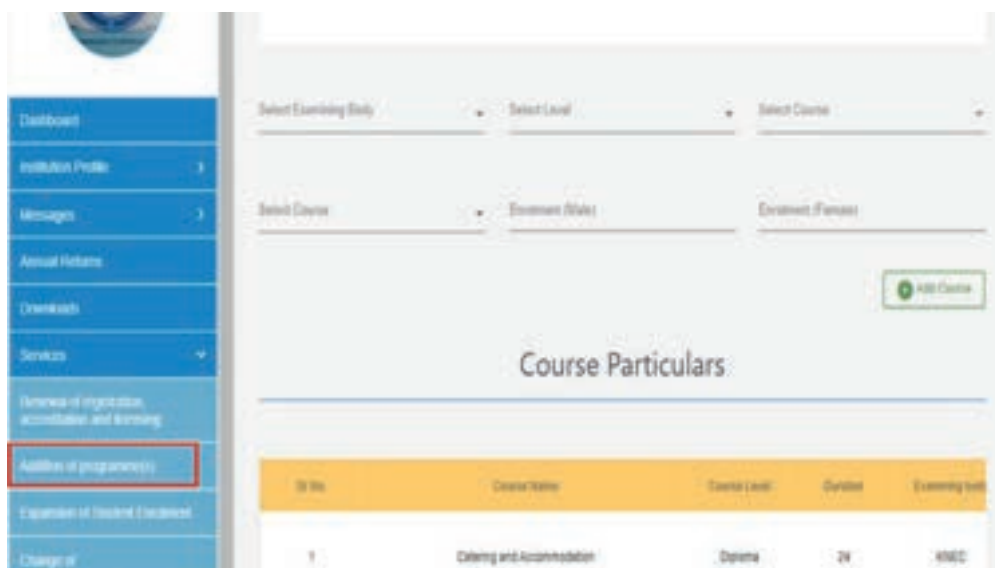
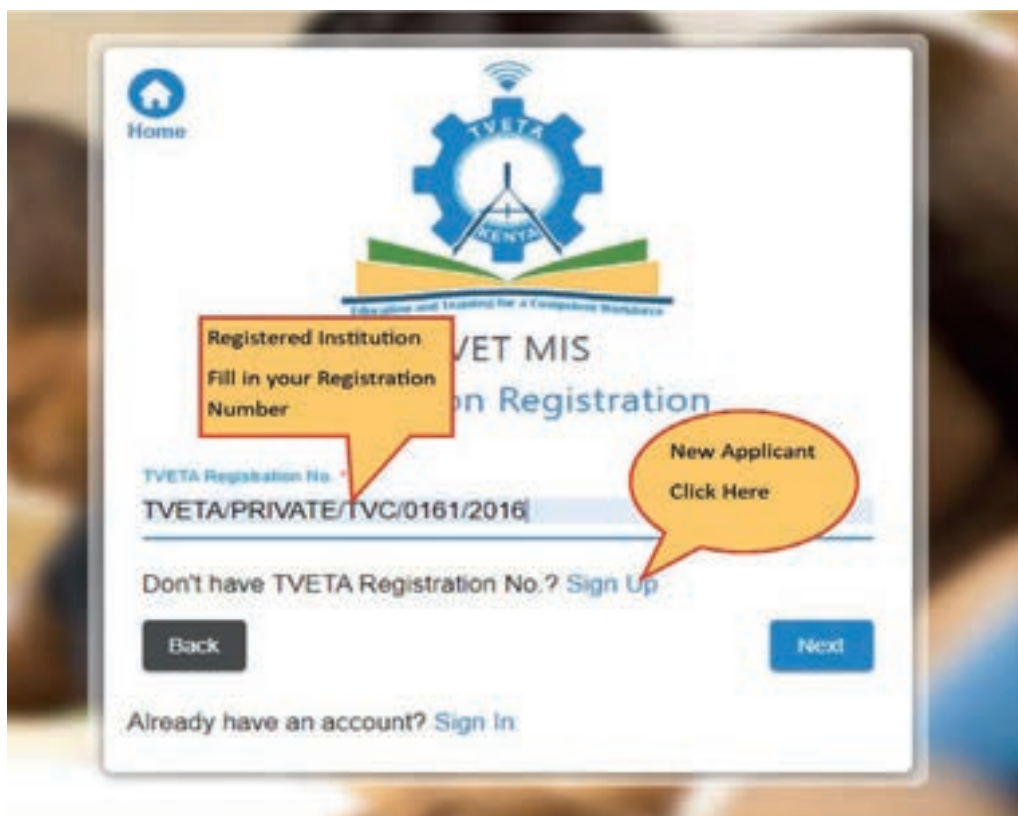
PROPOSED DIRECTORS

Click "Add More" button to add proposed directors details.

[➔ Add More](#)

Full name	Nationality and Citizenship	Nationality of Origin	Age	Gender
<input style="width: 100%; height: 100%;" type="text"/>				





Choose Payment Gateway

MPESA
 LIPA NA MPESA
 KCB

How to Make payment

- Go to the MPESA menu,
- Select payment services
- Choose Pay Bill option
- Enter 222 222 as the business number
- Enter 1212502450 as the Account Number
- Enter the amount
- Enter your pin and press Ok

Choose Payment Gateway

MPESA
 LIPA NA MPESA
 KCB

Payment (MPESA)

Enter your M-Pesa phone number below and we will make a request for payment to your phone. You will be prompted for your M-Pesa PIN on your phone.

Enter Amount to pay *

20000

Country Code

254

Mobile No *

This field is required.

X Cancel

Pay

KCB Banking

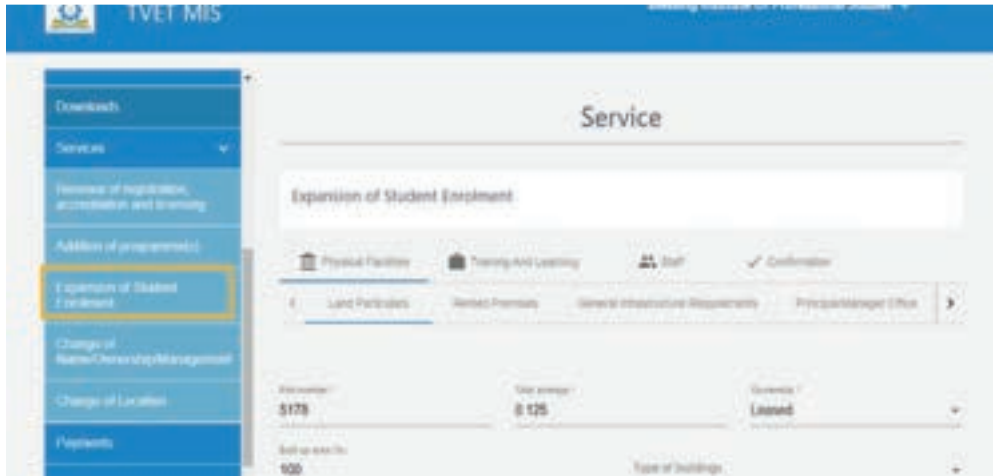
- Print your Invoice/Statement
- Present it to KCB,
- Quote your Customer reference number C17086 generated by the System

Unique for every
Institution

Bank Details

- A/C Name: Technical and Vocational Education and Training Authority
- A/C No.: 1212502450
- Bank: Kenya Commercial Bank
- Branch: Kipande House

APPENDIX 4: EXPANSION OF TRAINEES ENROLLMENT



**Utalii House 8th Floor, Utalii Street
P.O. Box 35625 - 00100,
Tel: +254 20 239 2140, +254 700 015 440,
+254 733 480 391, +254 733 799 291, +254 20 351 0701
Email: info@tveta.go.ke**