



TVET CURRICULUM DEVELOPMENT ASSESSMENT AND CERTIFICATION COUNCIL (TVET CDACC)

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All Principals National Polytechnics and Technical Training Institutes
All Principals Private Colleges
All Managers Vocational Training Centers

RE: GUIDELINES ON COMPETENCY BASED ASSESSMENT

In Competency Based Education and Training, assessment of a trainee is required to commence as soon as s/he is enrolled in a course because the emphasis is more on continuous assessment rather than on summative assessment since competence is developed over time. In this regard, more of the assessments are conducted by the trainers (internal assessors) and records maintained for review by TVET CDACC and TVETA officers during external quality assurance of the assessment process.

The following are the guidelines for assessment of trainees during training:

I. Development of Assessment Tools

1. The trainers in training institutions will develop assessment tools for assessing trainees in various units of competency. The Principal of each institution will submit to TVET CDACC the developed assessment tools for quality checks together with timetable for assessment of trainees during the training period.
2. The assessment tools developed are required to adhere to guidelines on development of assessment tools (copy attached). In addition, the assessment tool for assessing competence of a trainee in a course is required to be customized to the course e.g. Communication Skills for Office Administration is different from that of Building Technology.
3. TVET CDACC will submit the assessment tools after quality checks to the institutions so that the trainers can conduct the assessment as per timetable submitted to the Council and maintain assessment records.

II. Maintenance of Portfolio of Evidence (PoE)

4. Assessment results per trainee of all assessments conducted during the training will be maintained in a file at the Head of Department's Office or in an office at department level set aside for the purpose of storing PoE files. This file will consist of all evidence of assessment conducted during training including but not limited to: marked scripts for written tests, observation checklists with feedback to trainees, products checklists with feedback to trainees, assessment plans for assessment conducted at end of unit of competency, audio and video recordings of evidence, for example, showing a trainee performing practical tasks and of products. Audio and video recordings may be stored in a computer but back up made on External hard disks and other means such as cloud.
5. A replica of the file in No.4 above will be maintained by each trainee.
6. Each internal assessor will maintain all assessment tools and assessment outcomes of all trainees in all assessments conducted in a trainer's file with copies being maintained by internal verifier.
7. Each internal verifier will maintain a record of internal verification reports for every verification activity carried out.

III. Weighting

8. For certification purpose, internal assessment conducted during training in the institution will consist of a weighting of 60% while external assessment conducted by TVET CDACC will consist of 40%.
9. The weighting between theory and practical assessments is as shown in table 1 below:

Table 1: Weighting

S/N	KNQF LEVEL	WEIGHTING	
		PRACTICAL (Z)	THEORY (W)
1.	3	80	20
2.	4	70	30
3.	5	60	40
4.	6	50	50

Note:

- (a) Case studies, written assessments, oral assessments are considered as *theory assessments*.
- (b) Role plays, simulations, Practical tests, Demonstration, Projects, Presentations are considered as *Practical assessments*.

10. For a trainee to be declared competent, s/he must attain at least 50% in weighted score (theory and practical assessments). At the same time, a trainee must score least 30% in practical assessment for levels 5 and 6 and at least 40% in practical assessment for levels 3 and 4.

IV. Assessment of trainees enrolled for Partial Qualifications (Specific Unit(s) of Competency)

11. For a trainee interested in being enrolled and assessed in specific unit(s) of competency, the trainers/internal assessors will conduct diagnostic assessment to determine which basic or common units the trainee should be trained on in addition to core unit(s) of competency of interest.

V. Industrial Attachment/Training

12. Industrial attachment/training is an integral part of training and hence every trainee is required to be placed in a relevant workplace and assessed using mentoring tools. A trainee is required to meet the requirements of the mentoring tools to be awarded a National Certificate.

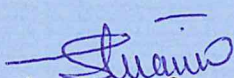
VI. Components of Portfolio of Evidence (PoE)

13. Components of a PoE include but are not limited to the following:
 - i. Marked written scripts
 - ii. Written and oral assessment marks sheets for each trainee
 - iii. Observation checklists
 - iv. Product checklists
 - v. Evidence of oral questioning (video or audio clips)
 - vi. Video/photo clips of trainee working and/or products
 - vii. Assessment plans
 - viii. Signed and dated feedback forms
 - ix. Internal verification reports
 - x. Filled Mentoring tools

VII. Clarifications

Principals are encouraged to contact the undersigned via cdacc.tvet@gmail.com or info@tvetcdacc.go.ke in case clarifications are required on the implementation of TVET CDACC courses.

We look forward to working with you in the implementation of CBET courses in your institution.


Dr. Lawrence Guantai, PhD

CEO/COUNCIL SECRETARY

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Director, Technical and Vocational Education and Training
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