



**TVET CURRICULUM DEVELOPMENT, ASSESSMENT AND CERTIFICATION COUNCIL
(TVET CDACC)**

STANDARDS FOR COMPETENCE ASSESSMENT CENTERS

2015

1.0 BACKGROUND

1.1 Introduction

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) is mandated to undertake design and development of Curricula for the training institutions' examination, assessment and competence certification and advise the Government on matters related thereto.

Curriculum Review and Reform is a flagship project in MTP II (2013-2017) of Vision 2030. This will involve comprehensive curriculum review, reform and digitalization at all levels in response to the Constitution, national values (mentoring and moulding), talents nurturing and any other emerging issues in education. This will also involve establishment of competency assessment facilities in at least ten (10) centers every year over the plan period.

1.2 Competency Based Assessment

Competency-based assessment is the process of collecting evidence and making judgments on whether competence has been achieved. This confirms that an individual can perform to the standard expected in the workplace as expressed in the relevant endorsed industry occupational standards. This assessment is carried out in an assessment center which is a training institution, industry or a set up accredited by the TVET CDACC for carrying out competency based assessments. These assessments are carried out by TVET CDACC accredited assessors and verifiers. In addition, TVET CDACC will advocate for establishment of competence assessment centers with enhanced assessment facilities. In view of the foregoing, TVET CDACC has developed standards to guide the establishment of competence assessment centers.

1.3 Purpose of Competence Assessment Centers

A competence assessment center is a shared facility or an entity that provides best practices, research and support for assessment in a given skill(s) area. It may extend to a network of institutions collaborating with each other to pursue excellence in a particular skill area. In a nutshell, a competence assessment center is expected to:

1. Provide best practices for assessment in a given skill(s) area
2. Provide state of the art equipment, tools, machinery and infrastructure for assessment

3. Be a point of reference for current advancement in technology and to other assessment centers in a given skill(s) area
4. Have qualified assessors and verifiers
5. Be an industry recognized assessment center
6. Be a benchmark of network of collaborations
7. Be a center of multi disciplinary collaborations
8. Offer opportunities for research on competence assessment in a given skill(s) area
9. Demonstrate potential to attract external support
10. Focus on current labour market demands
11. Implement government policy

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2.0 STANDARDS FOR COMPETENCE ASSESSMENT CENTERS

2.1 OVERVIEW OF THE STANDARDS

The standards for competence assessment centers establish the criteria for evaluating the overall center effectiveness in the competence assessment of candidates. These standards will enable TVET CDACC to develop criteria to be able to accredit a wide range of assessment centers differing in CBET programmes, candidate population, management structure and control, number of assessments to be conducted among others. Though evaluation of assessment centers will be based on the degree of compliance with the standards, the ratification of these standards should not limit assessment centers from pursuing innovations aimed at increasing the effectiveness in competence based assessment. Indeed, the TVET CDACC expects assessment centers to aim towards exceeding these standards and to continually endeavor towards excellence.

2.2 THE STANDARDS FOR COMPETENCE ASSESSMENT CENTERS

There are four standards for competence assessment centers that assessment centers are expected to comply with. These standards relate to management and administration, human resource, infrastructure, candidates' affairs and support services. The standards are provided below:

2.2.1 MANAGEMENT AND ADMINISTRATION

STANDARD NO.1: The assessment center operates under a system of management and administration that facilitates quality competency based assessment. There should be a clear description of authority and responsibility relationship among and between the management, staff and candidates.

To be compliant with this standard the assessment center must meet the following:

- 1) The Head of the assessment center has a full time responsibility to the center. There is a system in place to periodically appraise the performance of the Head of the center. (Appraisal document)
- 2) The center has a clearly defined organizational structure that outlines the responsibility for the formulation and administration of its policies. The center's decision making processes are clear and consistent. (Organizational structure)
- 3) The center has an internal quality assurance system aimed at ensuring continuous evaluation and improvement of center policies, processes and procedures. (Internal quality assurance system)
- 4) The management establishes and maintains appropriate channels of communication among its members, staff and candidates. (Organizational/communication flowcharts)
- 5) The center has qualified and competent management staff whose performance is regularly evaluated and appropriate improvements made on identified performance gaps. (Training policy)
- 6) The management is free from undue influence from political, religious or other external bodies and actively protects the center from such influence. (Core values)
- 7) The center has a policy addressing non-discrimination on the basis of race, religion, culture, nationality, gender or age. (Core values)
- 8) The center has a policy whereby management and staff can be dismissed only for appropriate reasons and through a fair process. (HR policy)
- 9) The center has a code of ethics to regulate the conduct of management, staff and candidates. (Code of ethics)
- 10) The system of governance makes provision for the consideration of staff' and candidates' views as appropriate in matters in which they have a direct and

reasonable interest for instance in terms of their welfare in the center. (Staff and candidates welfare)

- 11) Financial statements showing center performance, financial position and cash flows at least for the past three years or since inception are readily available for inspection.
- 12) The center ensures the integrity of its finances through prudent financial management which provides a basis for sound financial decision making.
- 13) The center has put in place mechanisms and controls to ensure that all monies collected from candidates on behalf of TVET CDACC are properly accounted for and remitted on time to TVET CDACC. (Financial mechanisms and controls)
- 14) The center operates within established laws and regulations.

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2.2.2 HUMAN RESOURCE

STANDARD NO.2: The assessment center employs an adequate number of staff on full-time and/or part-time basis with appropriate qualifications, competence and experience to conduct quality competency based assessment.

To be compliant with this standard the assessment center must meet the following:

- 15) The number of assessors and verifiers is adequate taking into account the number of CBET programmes and the number of candidates. (Staff profile)
- 16) Assessors and verifiers are accredited by TVET CDACC. (Staff profile)
- 17) Assessors and verifiers prepare and document assessment plans, assessment tools and maintain candidates' portfolios. The center continuously assesses candidate progress in the training programmes and maintains a record of candidate's performance. (Assessment guidelines)
- 18) The center has in place mechanisms to ensure it attracts and retains highly qualified and competent assessors and other staff to conduct assessments and produce goods and/or services. (MoU and staff agreements/contracts)
- 19) The center facilitates regular and systematic evaluation of assessors in order to enhance effectiveness in assessment. Proper feedback is provided to assessors to enable improvement in assessment. (Documented procedures used for reviewing and evaluating assessors)
- 20) Regular meetings are held between assessors and management during which issues of common interest are discussed. (Records of meetings/reviews)
- 21) The center has an orderly process for the recruitment and appointment of full time and part time staff and ensures equal employment opportunities consistent with legal and other requirements. (Recruitment criteria)

2.2.3 INFRASTRUCTURE

STANDARD NO.3: The assessment center has sufficient and appropriate physical and technological resources that facilitate effective assessment of candidates on attained competencies.

To be compliant with this standard the assessment center must meet the following:

- 22) The center has adequate physical and technological resources to support assessment exercise in the relevant skill areas. In addition, the physical and technological resources can be accessed through collaboration between the center and an organization that has the relevant facilities. These resources are of appropriate quality to contribute effectively to the realization of the center's objectives. (Records of equipment; Equipment maintenance records/schedules; MOU)
- 23) The buildings used by the center are constructed and maintained in accordance with the applicable legal requirements to ensure access, safety including fire safety, security, cleanliness and a healthy and conducive environment for assessment and takes into consideration of persons with special needs. (Health and safety policies and audit reports)
- 24) The center provides secure data storage facilities (both manual and electronic). In addition, the center has installed appropriate security monitoring systems such as CCTVs. (Details of security and access arrangements; Safe or non portable, lockable steel or metal cabinet)
- 25) The center provides evidence gathering tools such as video cameras, smart phones and tablets. (Records of equipment)
- 26) The center has in place Information Communication Technology (ICT) infrastructure for online/virtual examinations/assessments where applicable. (Records of equipment)
- 27) The center undertakes infrastructure planning. On a periodical basis, the center determines their adequacy and undertakes appropriate action where gaps are identified. (Infrastructure plan)

2.2.4 CANDIDATES' AFFAIRS AND SUPPORT SERVICES

STANDARD NO. 4: The center provides essential support services to candidates and demonstrates commitment to address their welfare.

To be compliant with this standard the assessment center must meet the following:

- 28) The center takes reasonable steps to ensure the safety of candidates and their property while at the center or attending to the center's activities. (Health and safety policies and audit reports)
- 29) The center provides trainers and candidates' access to industrial attachment and internship opportunities. (Industrial attachment and internship policy)
- 30) There are mechanisms for handling candidate's complaints with appropriate appeal channels. (Appeals procedure)
- 31) The center provides candidates with an opportunity to evaluate the performance of management and staff. (Internal quality assurance system)
- 32) The center periodically evaluates the appropriateness, adequacy and utilization of candidates' services. (Internal quality assurance system)

Center Requirements and Examples of Supporting Evidence

The requirements listed in table 1 relate to competence assessment center requirements.

Table 1: Center requirements and examples of supporting evidence

Requirements	Examples of Evidence
1. The roles, responsibilities, authorities and accountabilities of the assessment/examination team are clearly defined, allocated and understood.	<ul style="list-style-type: none"> i. Organizational chart showing all assessment staff ii. Documented quality assurance procedures iii. Documented and signed agreements indicating the lines of accountability of partner organizations in relation to the management of assessment and internal quality assurance iv. Records of staff involved in assessment in CBET system.
2. There are procedures to ensure effective communication between staff involved with the administration, assessment and examination of TVET qualifications.	<ul style="list-style-type: none"> i. Organizational/communication flowcharts ii. Written procedures/oral explanation including any partner organizations if applicable iii. Records of team meetings
3. The center has equal opportunities and access to assessment policies and practice which is understood by staff and candidates.	<ul style="list-style-type: none"> i. Documented policies and procedures ii. Access and fair assessment policy review mechanisms
4. Procedures and equipment are fit for purpose to ensure the security of all examination or assessment materials and candidate scripts, assignments, projects or portfolios, in accordance with TVET CDACC guidelines.	<ul style="list-style-type: none"> i. Details of security and access arrangements ii. Safe or non portable, lockable steel or metal cabinet iii. Secure room/area
5. There are procedures to ensure assessments and examinations are conducted by appropriate staff in accordance with TVET CDACC guidelines	<ul style="list-style-type: none"> i. Documented procedures ii. Records of appropriate staff having access to or having copies of guidelines for the conduct of assessments and examinations, relevant curricula requirements, any other documentation relating to the administration and conduct of assessment
6. Candidate records and details of achievements are accurate, kept up to date, securely stored and available for verification and auditing by TVET CDACC	<ul style="list-style-type: none"> i. Candidate registration details ii. Candidate assessment records iii. Procedures for maintaining and updating databases (IT or manual) iv. Procedures for maintaining evidence

	files/portfolios v. Security and access arrangements
7. The center has an appeals procedure which is documented and made available to candidates.	i. Documented appeals procedure, including details of grounds for appeal and timescales ii. Records of appeals made and their outcomes
8. There are procedures to ensure TVET CDACC is notified of any changes which may affect the center's ability to meet the requirements	i. Procedures for notification of changes to the assessment and verification team and/or changes of other resources, etc
9. Resources necessary to satisfy the requirements for individual qualifications and or assessment/examinations are/will be identified and provided	i. Records of resources available ii. Procedures used to identify and report deficiencies to senior management iii. Evidence of additional resources obtained as necessary
10. Equipment used for assessment and examination purposes comply with the requirements of relevant health and safety legislation.	i. Records of equipment ii. Equipment maintenance records/schedules iii. Health and safety policies and audit reports
11. Staff has sufficient time, resources and authority to perform their roles and responsibilities effectively.	i. Arrangements for assessment planning ii. Record of/plans for assessor/candidate allocation iii. Verifier/assessor/candidate ratios: time allocation
12. A staff development programme to support the delivery of TVET qualifications is established in line with identified needs	i. Procedures for staff induction ii. Induction materials iii. Procedures for identifying and meeting staff development needs iv. Records of meetings/briefings/updates v. Records of individual development plans vi. Procedures for taking remedial action to support staff having difficulty
13. Procedures are in place to ensure assessment is conducted in accordance with the requirements of individual qualifications and by appropriately qualified and occupationally expert staff.	i. Details of the assessment team, including occupational background and experience
14. Record of achievement will be made available to candidates	i. Record of achievement awarded

<p>15. An effective system for quality assurance of assessment is in place</p>	<ul style="list-style-type: none">i. Documented quality assurance procedures and organizational/ flowchart covering all assessment sites, showing roles, responsibilities and reporting linesii. Documented procedures used for reviewing and evaluating quality assurance arrangementsiii. Records of meetings/reviews
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