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

ASSESSMENT CENTER GUIDE

2016

Definition of Terms

Assessment Center: A training institution, industry or a set up accredited by TVET CDACC for carrying out competence assessments.

Assessment Plan: It is a document that provides information on the purpose of assessment, the assessment criteria, the methods and tools used, and the context and timing of the assessment.

Assessor: A person accredited by the Certification Council to carry out competence assessments.

Candidate: a trainee registered for external competence assessment.

Competence Assessment: It is the process of collecting evidence and making judgments on whether competence has been achieved. It confirms that an individual can perform to the standard expected in the workplace. A variety of methods are used including but not limited to portfolios, projects, role play and written examinations.

Competence: It is the possession and application of knowledge, skills and attitudes to perform work activities to the standard expected in the workplace.

Portfolio: A collection of multiple work samples compiled and evaluated over time.

Qualification: An award through certification confirming an individual is competent in a specified skill area.

Recognition of Prior Learning (RPL): It is the process of recognizing a candidate's current competencies which may have been achieved through means that include any combination of formal or informal training and education, work experience or general life experience regardless of where or how the learning took place.

Trainee: an individual enrolled in an accredited TVET institution, industry or a set up to acquire competencies in a specified skill area.

Verifier: A person accredited by the Certification Council to ascertain the accuracy of an assessment as presented by an assessor.

1.0 BACKGROUND

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. The Council has developed this assessment center guide and made rules with respect to examinations and competence assessments. The Council will issue certificates to candidates who satisfy national TVET examination and competence assessment requirements.

1.1 Purpose of Assessment Center Guide

This assessment center guide is designed to give direction to assessors, verifiers, trainees, candidates and center administration who will be involved in assessment activities and procedures within the TVET sub-sector in Kenya.

It provides information on roles of key participants in assessment; internal and external assessment; internal and external verification and reviews, appeals and complaints. The guide further incorporates rules that govern Examinations and Competence Assessment.

1.2 Accreditation of Assessment Center

Accreditation of an assessment center is the process whereby TVET CDACC grants recognition to a training institution, industry or a set up indicating that it meets established standards of quality to conduct competence assessment.
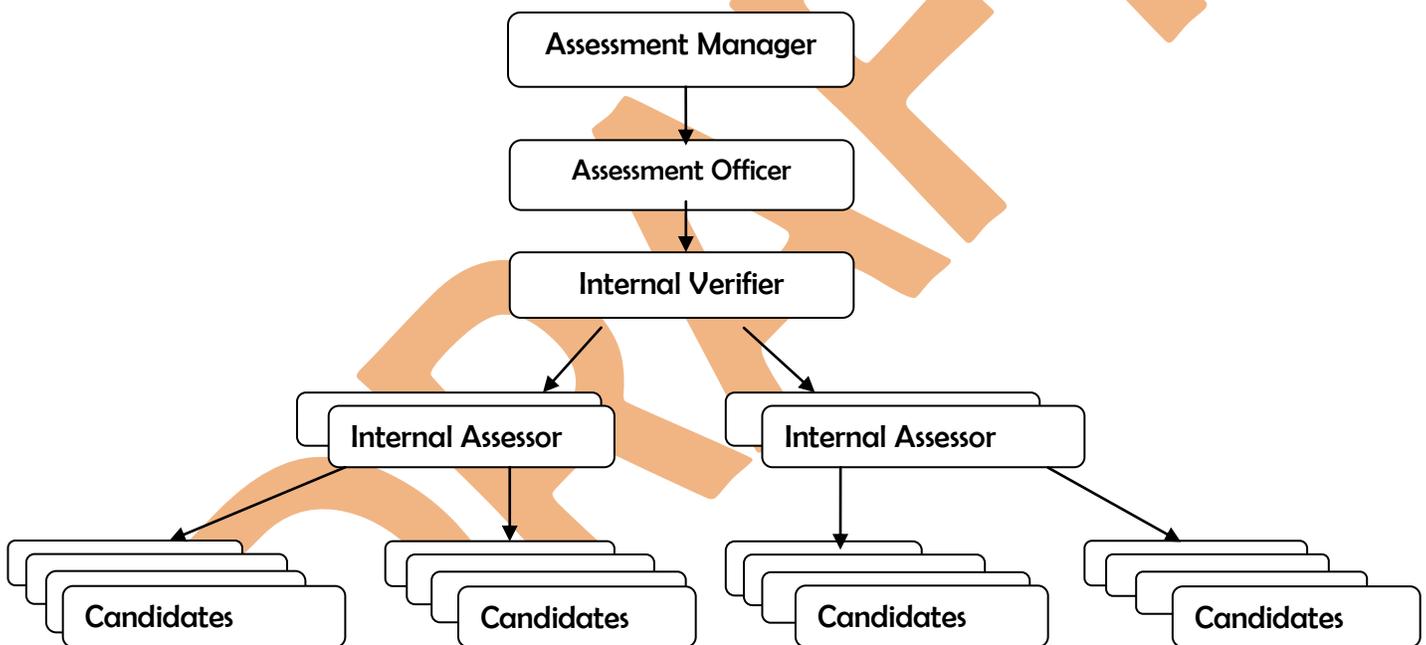
1.2.1 Procedure for Accreditation of an Assessment Center

i. Interested training institutions or companies apply for accreditation as an assessment center to the TVET CDACC using the prescribed format i.e by filling form TCDACC/APP/2.

ii. On-site inspection is conducted by TVET CDACC to assess the assessment environment in the center.

iii. TVET CDACC shall communicate to applicant center within sixty working days specifying;
- Whether accredited
- Not accredited
- Recommendation of possible improvements/remedial requirements for unsatisfactory findings.

iv. The assessment center is then issued with accreditation certificate.

2.0 ROLES OF KEY PARTICIPANTS IN ASSESSMENT, VERIFICATION AND EXAMINATIONS

This section gives details of the requirements and responsibilities of each participant involved in the assessment, verification and examinations processes. A centre should identify members of staff to fulfill roles appropriate to the level of assessment activities being undertaken. All assessment centers will need to demonstrate they have effective internal quality assurance through appointment of internal verifier(s). Two or more roles may be undertaken by the same person, e.g assessment manager and internal verifier. However, it should be noted that internal verifiers who are also assessors cannot internally verify their own assessments. The roles of the various participants are as discussed below.

Figure 2.1: Assessment center organization chart

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                    ┌─────────────────────┐
                    │ Assessment Manager  │
                    └─────────────────────┘
                               │
                    ┌─────────────────────┐
                    │  Assessment Officer │
                    └─────────────────────┘
                               │
                    ┌─────────────────────┐
                    │  Internal Verifier  │
                    └─────────────────────┘
                      /                  \
          ┌──────────────────┐    ┌──────────────────┐
          │ Internal Assessor│    │ Internal Assessor│
          └──────────────────┘    └──────────────────┘
            /          \             │              \
      ┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐
      │Candidates│ │Candidates│ │Candidates│ │Candidates│
      └──────────┘ └──────────┘ └──────────┘ └──────────┘
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2.1 Assessment Manager

The assessment manager is the person responsible for ensuring that the management, administrative and quality assurance systems for all TVET CDACC qualifications are properly maintained throughout the assessment center. This role may be performed by the Principal/Head of Training Center or Head of Department.

The assessment manager will need to:

i. Be familiar with assessment management, administration and quality assurance
ii. Possess the necessary authority within the centre to ensure that management, administration, assessment and internal verification procedures are implemented correctly and consistently across the centre as a whole
iii. Ensure only suitable staff are used in the assessment and internal verification processes in accordance with TVET CDACC requirements
iv. Have regular contact with the internal verifiers and internal assessors whose work s/he co-ordinates
v. Ensure staff involved in assessment and/or internal verification have access to and regularly participate in activities for continuous improvement
vi. Ensure internal assessors and verifiers are able to apply equal opportunity principles to assessment
vii. Ensure internal assessors and verifiers are familiar with the qualifications they are assessing or verifying and have sufficient knowledge to enable them interpret the knowledge requirements, values and documentation
viii. Ensure internal assessors and verifiers are familiar with the recording systems, documentation and procedures for assessment and internal verification quality assurance
ix. Ensure internal assessors and verifiers understand their role and are supported and allowed sufficient time
x. Provide proof of candidates' identities where required
xi. Liaise closely with other staff members to obtain, and provide external verifiers with, detailed information on the overall operation of the centre
xii. Co-ordinate visit arrangements for external verifiers when appropriate
xiii. Ensure any corrective actions required by the external verifier or TVET CDACC are implemented within the agreed timescales
xiv. Circulate all general correspondence between TVET CDACC and the centre to all relevant participants within the centre.

2.2 Assessment Officer

An assessment officer is the person in charge of assessment registration, certification claims and administration of assessment in an assessment center.

He/she is ensures:
1. Registrations/applications for certification are sent to TVET CDACC in accordance with the specified procedures
2. Registration details sent to TVET CDACC are correct
3. All interested parties are notified of assessment dates well in advance
4. There are appropriate security arrangements for written papers, assessment materials etc

5. There is appropriate and suitable storage for examination materials
6. There is sufficient equipment and appropriate materials for each assessment
7. Assessment and online testing are conducted in accordance with TVET CDACC rules and regulations
8. Appropriate records, results or other evidence of achievement are released to other centers or the candidate.
9. Results and/or certificates are properly issued to candidates at the centre

2.3 Verifiers

Verifiers monitor the work of assessors involved with a particular qualification, to ensure the accuracy and consistency of assessment activities and decisions. There are internal and external verifiers.

2.3.1 Internal verifier

The main role of an Internal Verifier is to monitor the work of all assessors involved with the qualification, to ensure that they are applying the assessment criteria for the competency of skills consistently throughout all assessment activities and decisions. The roles of an Internal Verifier are:

1. Liaising with the Assessment manager and the Assessment officer
2. Ensuring that internal assessors follow the assessment guidelines provided TVET CDACC
3. Advising and supporting assessors to assist them in interpreting and applying the assessment criteria for competency and demonstration of knowledge requirements
4. Sampling assessment activities, methods and records to monitor consistency of assessment decisions
5. Providing assessors with prompt, accurate and constructive feedback on their assessment decisions
6. Undertaking an active role in raising and disseminating issues of good practice, consistency and quality assurance in assessment practice
7. Ensuring that equal opportunities and anti-discriminatory practices are upheld in the assessment process
8. Liaising with assessors, candidates and the external verifier to implement the quality assurance requirements of the assessment system.
9. Managing a team of assessors.
10. Ensuring that candidates records and assessment documentation are completed in a timely manner to allow certification to take place
11. Countersigning all verified assessment documentation
12. Maintaining up to date records of internal verification and sampling activities and ensuring that these are available for the external verifier
13. Establishing procedures, advising and supporting assessors to assist them in interpreting and applying the qualification requirements correctly and consistently

14. Sampling an increased ratio of assessment decisions by new assessors and being responsible, and accountable, for arranging the verification process
15. Liaising with other staff members and the external verifier to implement the requirements of the assessment system
16. Organizing regular meetings between all those involved in assessment within the centre, including any satellite
17. Keeping themselves and their assessors up to date with TVET CDACC quality control of qualification
18. Ensuring that all candidates' achievement records and centre documentation are completed in accordance with TVET CDACC requirements
19. Ensuring that internal verification is carried out efficiently and consistently

If internal verifiers also act as assessors, they should not verify their own assessment decisions.

2.3.2 External Verifier

An external verifier ensures that an accredited assessment centre maintains the quality standards established by TVET CDACC. The roles of an Internal Verifier are:

1. Providing information, advice and support to assessment centers
2. Making verification visits and recommendations to the assessment center where necessary, maintaining records of visits and providing feedback to TVET CDACC
3. Monitoring and sampling trainee assessment evidence
4. Monitoring internal quality assurance systems and sampling procedures, by direct observation, scrutiny of assessment activities, methods and records
5. Checking candidate's applications for certification to ensure they are authentic, valid and supported by records
6. Giving accurate advice to assessment centers and to TVET CDACC regarding best practice and its promotion
7. Providing prompt, accurate and constructive feedback to all relevant parties on the operation of assessment centers' systems
8. Ensuring that the policy of equal opportunities, diversity and open access is adhered to
9. Helping centers to develop internal assessment and evidence evaluation systems that are fair, reliable, accessible and non-discriminatory
10. Ensuring that internal verifiers are undertaking their duties satisfactorily
11. Acting as a source of advice and support to assessment center, including help with the interpretation of standards
12. Confirming that centers have implemented any corrective actions required and reporting back to TVET CDACC
13. Ensuring that there is no conflict of interest involving assessment team or the centre

2.4 Assessors

The main role of assessors is to assess candidates' performance and related knowledge in a range of tasks and to ensure that the competence/knowledge demonstrated meets the requirements of the qualification.

An assessor may be:
  i. An instructor/trainer
  ii. A workplace trainer
  iii. Skilled worker
  iv. Supervisor in industry or training institution

Assessors need to have current occupational experience in the vocational area to be assessed. Generally assessors should be occupationally competent at a level above that for which they are assessing. An assessor must demonstrate the necessary interpersonal and communication skills required in the assessment process. Assessors are classified into two: internal and external assessors.

2.4.1 Internal Assessor

Internal assessor is a trainer who acquaints the trainees with relevant skills, knowledge and attitudes as stipulated in the competency/module units and assesses trainee's competence.

The main roles of an internal assessor are:
1. Guiding the trainees accordingly and ensuring candidate is aware of his/her responsibility in the collection and presentation of evidence
2. Delivering the competency/module units using various strategies
3. Agreeing on the assessment plan with the candidate and fully briefing the candidate on the assessment process
4. Agreeing on new assessment plan with candidate where further evidence is required
5. Conducting assessments, judging the evidence and making assessment decisions following assessment rules and regulations provided by TVET CDACC
6. Completing checklists and relevant forms to confirm the candidate has demonstrated competence/knowledge and completing the required documentation
7. Compiling a summary of candidate's results and maintaining a record of the same
8. Advising unsuccessful candidate on how to be re-trained and re-assessed later
9. Storage of candidate's evidences
10. Writing report to internal verifier and communicating with internal verifier on trainee's progress
11. Ensuring that assessment is carried out fairly and with best practice
12. Keeping himself/herself up to date with TVET CDACC quality control of qualification

2.4.2 External Assessor

An external assessor is a TVET CDACC accredited expert in a specific skill area who makes the final judgment about a candidate's competence. He/she assesses a candidate only after recommendation by internal assessor that the candidate is now ready for external assessment.

The main roles of an external assessor are:
1. Provides feedback to trainee after every assessment through review tool
2. Reports on the assessment with actions and recommendations in his/her area of expertise
3. Conducts follow up reviews and on-site visits when necessary

2.5 Technician

A technician is an expert in a particular skill area who undertakes preparation work for a particular assessment and deals with machine faults if they occur.

2.6 Candidate

A candidate is an individual who is registered and working towards a full or part qualification at a centre accredited by TVET CDACC.

The main roles of a candidate are:
1. Confirming to assessors that he/she understands the requirements of the qualification
2. Confirming to assessors that he/she understands the relationship between the requirements and the tasks he/she need to perform to demonstrate competence and/or related knowledge
3. Discussing and agreeing on assessment plan with his/her assessors
4. Identifying possible sources of evidence
5. Producing evidence of prior achievement (where applicable) and of current competence
6. Maintaining and presenting all documentary evidence in a well organized way
7. Ensuring that the evidence is adequate to present for assessment
8. Preparing himself/herself for assessment in line with the qualification requirements
9. Making himself/herself available for assessment and to discuss his/her evidence
10. Conducting himself/herself during assessment in accordance with TVET CDACC rules and regulations
11. Following internal appeals procedure when necessary

3.0 INTERNAL AND EXTERNAL ASSESSMENT

Assessment is the process of evaluating an individual's attainment of skills, knowledge and attitudes. It involves generating and collecting evidence of a trainee's/candidate's competence and judging that evidence against defined standards. Competence is determined by the ability of the trainee/candidate to meet the standards set on the occasion that the task is performed. In judging a trainee/candidate competent, the assessor should be convinced that he/she meets the standards and will continue to do so in the future.

3.1 Internal Assessment

Internal assessment is a continuous process of evaluating a trainee's competence by his/her trainer (internal assessor) in an assessment center. Internal assessors should be occupationally competent in the particular area they are assessing and would have undergone training conducted by the TVET CDACC.

3.2 Procedure for Internal Assessment of a Candidate

i.   Assessment centers will use internal assessors and verifiers for the conduct of continuous assessments.
ii. Assessment centers shall keep all records (trainee's portfolio) of all assessments for verification by external assessors and verifiers.

3.2 External Assessment

External assessment is the process of evaluating a candidate's competence by an expert (external assessor) in a particular skill area. An external assessor may be a trainer or a skilled worker who must not be from the same training institution or organization with the candidate being assessed.

3.2.1 Procedure for External Assessment of a Candidate

i.   The assessment center and candidate agree on the readiness for assessment of the candidate.
ii. The assessment center places a request for assessment with TVET CDACC using prescribed format.
iii. TVET CDACC identifies assessor(s) and verifier(s) and communicates to the assessment center within sixty (60) working days from date of receipt of the request when assessment will take place.

3.3 Principles of Assessment

The major role of assessment is to provide trainees/candidates with the appropriate qualifications which meet their training needs. It is therefore critical that assessors constructing assessment tasks be aware of these principles and create tasks which reflect them. Assessors must ensure that the assessment activities conducted are credible and follow these principles:

- Validity
- Reliability
- Practicability
- Fairness
- Relevance

3.3.1 Validity of Assessment

Validity is defined as the accuracy of an assessment. It focuses on whether or not the assessment is actually measuring what it's supposed to be measuring. It focuses on the appropriateness of the interpretation of the results of an assessment procedure. Each assessment should be designed in such a way that it provides trainees with an opportunity to produce the evidence that shows they have the knowledge, skills and attitudes to satisfy the requirements of the qualification.

An assessment is valid when it:
- is appropriate for its purpose (e.g. a practical assessment should be used to assess practical skills)
- allows trainees/candidates to produce sufficient evidence of all the skills and knowledge required to satisfy standards within the qualification
- facilitates the making of reliable assessment decisions by all assessors for all trainees/candidates
- is accessible to all trainees/candidates who are potentially able to achieve it

3.3.2 Reliability

Reliability refers to the consistency of a measurement, or the degree to which a tool gives the same results each time it is used under the same condition with the same trainees/candidates. This means that if a group of assessors are conducting assessment activities independently using the same criteria and marking scheme they would have similar judgment on a particular unit or set of units.

3.3.3 Practicability

For assessments to be practicable (i.e. capable of being carried out both efficiently and cost effectively) there has to be adequate resources and time. For example, when assessing practical skills, the assessor needs to consider the availability of required resources (equipment, time and personnel).

3.3.4 Fairness

i) Absence-of-Bias: The absence of any characteristic associated with an assessment that might offend or unfairly penalize those being assessed and thus distort a trainee's assessment outcome.

ii) Assessment Bias—this refers to the qualities of an assessment tool that offend or unfairly penalize a group of trainees because of personal characteristics like race, gender, religion, socio-economic status, community of origin, programme attended, etc.

All trainees must be assessed fairly using the same criteria for the same competencies.

3.4 Types of Assessment

There are three types of assessment: formative, summative and diagnostic. Formative assessment takes place in the training environment and provides information on a trainee's progress. This information is used to contribute to individual learning by reinforcing and complementing that learning. Formative assessment is an integral part of the training process and the results are used to set training goals and to provide constructive feedback.

Summative assessment is used for awarding formal qualifications when a candidate is assessed against a particular specification or standard. Summative assessment may take place at different points of the training process, but the candidates must have been informed that his/her assessment results will be recorded and quality assured.

Diagnostic assessment is used to discover a trainee's strengths and weaknesses, to identify a training programme for him/her, or to assign specific group.

3.5 Forms of Assessment

There are three essential forms of assessment: observation, product evaluation and questioning. Assessment can also use a combination of some or all of the three forms. All assessment methods, such as a project or performance can be classified under one or more of these forms.

3.5.1 Observation

The assessor observes the candidates as they carry out tasks defined in the standards for the qualification. This observation often takes place in the workplace, or the conditions of the workplace, but it can also be carried out in a laboratory, workshop, theatre, kitchen, dance studio, music room or any other place where the candidate is undertaking practical activities. Assessors need to plan observation to take advantage of any skills or activities that occur naturally in the learning environment, and to make the best use of the available resources. In some circumstances, technology can be used to support observation of practical activities, allowing assessors to judge evidence from a distance, or at a later stage. Digital photographs

and audio/visual recording or conferencing can all be useful in these circumstances. The assessor uses a checklist during observation.

3.5.2 Product Evaluation

In some areas, as candidates work towards achieving their qualifications they will generate evidence in the form of products. This is the case in vocational and work-based qualifications, as well as practical qualifications. The range of things that can count as a 'product' is very wide — for example, a design assignment, multi-media evidence, or a reflective report supported by portfolio evidence from workplace experience are all forms in which assessment is carried out by evaluation of a completed product. Creative areas, such as craft, art and design will also produce tangible artifacts.

3.5.3 Questioning

Questioning is used to assess knowledge and understanding and its various different applications, such as reasoning, planning, analyzing and evaluating. Questions may be oral or written.

Oral questions are generally used to:

i. confirm knowledge and understanding where it is not apparent from performance
ii. address gaps in knowledge and understanding in performance-based Units
iii. authenticate evidence by asking candidates to explain part of the evidence and/or describe the process of producing it

They may also be used as an alternative to written questions. A wide range of types of written question are used to assess cognitive ability. They may be grouped into the form of tests or question papers or may be used to set individual tasks such as an investigation, case study, project or dissertation.

3.6 Methods of Assessment

A variety of assessment tools are used in competence assessment. Some of these methods are:

i. Written tests/assignments
ii. Oral questioning
iii. Professional discussion
iv. Performance assessment
v. Portfolio
vi. Projects
vii. Aural assessment
viii. Case studies
ix. Oral test
x. Role play
xi. Simulation

xii. Self-report

xiii. Interviews

xiv. Questionnaires

xv. Third party/Witness testimony

xvi. Peer assessment

xvii. Reports

3.7 Assessment for Recognition of Prior Learning (RPL)

Recognition of prior learning (RPL) involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning). It provides formal recognition for vocational knowledge or skills gained on-the-job or as a result of other informal or unstructured learning experiences. RPL involves an up-front assessment to determine whether the applicant meets the requirements of the relevant qualifications.

An assessment center may offer assessment of Prior Learning (APL) if they have assessors qualified to offer such services, and the TVET CDACC may offer such services using qualified assessors from its network of trained assessors.

3.7.1 Guidelines for Recognition of Prior Learning

1) Recognition of Prior Learning (RPL) shall be provided for only up to certificate levels.

2) Recognition of prior learning shall be accessible to anyone with relevant competencies.

3) An individual who would like to undergo RPL shall submit an application in prescribed format (TCDACC/APP/4) accompanied by a prescribed fee to an accredited assessment center.

4) Recognition of Prior Learning (RPL) assessments shall be done by a panel of at least two assessors.

5) An assessment center that wishes to conduct RPL assessments shall apply to the Council with sufficient evidence of staffing, policies and procedures as well as the necessary infrastructure and resources.

3.9 Specimen Forms

These are forms which are used for recording information during various stages of the assessment process.

3.5.1 Candidate details (Assessment Form I)

The information recorded by a center when recruiting candidates to undertake assessments and is kept in assessment center's main recording system and a copy in internal verifier's file

3.5.2 Assessment plan – candidate briefing (Assessment Form II)

This is a form that assessors may complete for candidate prior to a formal assessment session. It gives candidate warning of formal assessment dates and content.

3.5.3 Assessment report (Assessment Form III)

This is form that assessors may complete for candidates following a formal assessment session. It gives the candidate feedback on their assessment.

3.5.4 Assessor observation Sheet (Assessment Form IV)

To record details observed by the assessor of the practical competences and underpinning knowledge demonstrated by the candidate.

3.5.5 Assessment interview (Assessment Form V)

This form is used to record the questions asked by the assessor and the responses given by the trainee/candidate during an assessment.

3.5.6 Individual Unit Achievement record (Assessment Form VI)

This form is used by an individual trainee/candidate to record the module units assessed on.

3.5.7 Witness testimony (Assessment Form VII)

A document used by a witness, someone other than the assessor, to give a brief description of the activities or product(s) undertaken or produced by the candidate

3.5.8 Action planning sheet (Assessment Form VIII)

A planning sheet used by assessors during the candidate's induction period to determine where and how evidence will be collected.

Assessment Form I: Candidates' Details

Date	Candidate's Name	Candidate No.	Date of Birth	Gender	Place of Work (where applicable)	Contact (Contact address, mobile phone, e-mail)	Candidate' signature

Assessment Form II: Assessment plan (used for briefing the candidate)

Trainee Name _____ Qualification/Course Title _____

Module Unit Title and Code _____

Assessment center name and code _____ Date of assessment _____

This assessment will include:

- Observation ☐
- Product evaluation ☐
- Oral question and answer ☐
- Written assessment ☐
- Other (specify) ....

The trainee may provide any of the following evidence for consideration prior to the assessment:

- Supplementary evidence ((testimonials from employers, reports from supervisors, work diary or journal, evidence of training and examples of reports or work documents)
- Witness testimony

Additional assessor comments:

The trainee is responsible for ensuring that he/she understands the form and the content of the assessment. He/she may seek clarification from the assessor before and after the assessment.

This assessment will be concluded with a de-briefing session between the assessor and the trainee. Where a trainee is unsuccessful, the need for further development of skills will be identified. An action plan and new assessment plan will also be prepared.

Trainee's signature_____

Assessor name: _____ Assessor signature: _____

Assessment Form III: Assessment Report

Trainee name:_____   Date:_____

Qualification/Course title:_____

Assessment center name and code:_____

Covered in assessment		Assessment methods used Tick (✓)	General comments – activities and products
Unit	**PC no(s)**		
		Observation ☐ Inspection of product evidence ☐ Witness testimony ☐ Written questions ☐ Oral questions ☐ Case study Accredited prior learning ☐ Professional discussions ☐ Media: photo/video/audio/disk ☐	

Module Unit(s) awarded:		Module Unit(s) not awarded:	
Action plan for completion of unit/qualification		**Expected completion date**	**Date completed**

Trainee's signature_____

Assessor name: _____   Assessor signature: _____

Key: PC no=Performance Criteria Number

Assessment Form IV: Assessor observation sheet

Trainee name:_____   Date:_____

Qualification/Course title:_____

Assessment center name and code:_____

Module Unit covered	PC no(s) covered	Details of practical competence and knowledge requirements that the candidate has demonstrated on this occasion

Trainee's signature_____

Assessor name: _____   Assessor signature: _____

Assessment Form V: Assessment interview, supplementary question/answer sheet

Trainee name:_____   Date:_____

Qualification/course title:_____

Module Unit	PC no(s)	Question asked by assessor	Answer given by trainee
Assessor comments			

Trainee's signature_____

Assessor name: _____   Assessor signature: _____

Assessment Form VI: Individual unit achievement record

Qualification/course title:_____

Trainee name:_____

Module		Date achieved	Internal assessors			Internal verifiers		
Unit code	Title		Name	Signature	Date	Name	Signature	Date

Assessment Form VII: Third Party/Witness Testimony

Witness name:_____   Trainee name:_____

Witness contact address	Details of module unit, practical competences covered by witness activity/product	Please give description of the activities or product(s) observed
Tel. no. Mobile no. Email address:		
Please state relation between witness and trainee	Witness expertise (in relation to above evidence):	

I confirm that I have objectively observed the trainee undertake the above stated activity. I understand how the activity/product relates to the standards and confirm that the trainee performance meets the requirements of the standards.

Signature of witness: _____   Date: _____

Assessment Form VIII: Action Planning Sheet

Candidate/trainee name_____ Page [   ] of [   ]

Module unit & PC No(s)	Detail of action required to acquire skills and collect evidence	Type of evidence and methods of collection	Target date	Completion date

Date agreed_____   Candidate signature _____

Assessor name _____   Assessor signature _____

Module unit & PC No(s)	Detail of action required to acquire skills and collect evidence	Type of evidence and methods of collection	Target date	Completion date

Date agreed_____   Candidate signature _____

Assessor name _____   Assessor signature _____

4.0 INTERNAL AND EXTERNAL VERIFICATION

Verification is a process of monitoring assessment practice to ensure that assessment decisions are consistently accurate. There are two levels of verification: Internal and External.

4.1 Principles of Verification

In order to ensure the consistent application and maintenance of quality assurance standards internal and external verification focuses mainly on the:

i. Validity of assessment tools
ii. Practicability of applying assessment tools
iii. Reliability of assessment decisions
iv. Consistency of the quality of assessment practices within the centre over time

4.2 Internal Verification

Internal Verification of assessment of trainees is a quality assurance process carried out by an assessment centre to ensure maintenance of quality and consistency of assessment of trainees. This focuses mainly on the validity and practicability of assessment tools, the reliability of the assessment decisions and the consistency of the quality of assessment practices within the centre over time. Internal Verification is the responsibility of, and is managed by the assessment centre.

Each assessment centre should select an internal verifier from among its trainers in a particular skill area to supervise, co-ordinate and ensure that the assessment activities take place in accordance with TVET CDACC standards.

The main purpose of internal verification is to:

i. monitor internal assessment practice
ii. advise and support internal assessors
iii. keep accurate records of assessment decisions
iv. liaise with external verifiers

4.2.1 Documentation

Internal Verification Documentation should include the following records:

i. Standardization meetings with assessors to agree on assessment tools, materials and marking schemes that offer flexibility and are cost effective in implementation without compromising quality
ii. Outcomes and decisions of further meetings with assessors that confirm the validity and practicability of assessment tools, and the reliability, sufficiency and authenticity of assessment evidence
iii. Sampling techniques selected and implemented
iv. Results of sampling and subsequent action taken by internal verifier and assessors
v. Verification activities in an internal verification report
vi. Non-conformities found during the internal verification process
vii. Informing the relevant personnel of the non-conformities found

4.2.2 Sampling Strategy

i. All units must be sampled for each assessor over a period of time

ii.   Ensure that the sample includes both core and elective units

iii.   Sampling must be done throughout the assessment process

iv.   Sample the range of assessment methods (e.g. observation, product evaluation, projects, oral questioning)

v.   Sample from every trainee category or group or cohort. e.g. age, gender, with or without special needs, ethnic origin

vi.   Begin with a minimum number which is equivalent to the square root of the number of candidates in the group. However, in cases where the class is small, all trainees work will be reviewed

4.2.3 Features to consider while selecting a sample

i.   first time delivery for a qualification

ii.   range of levels of qualifications

iii.   experience of the assessor

iv.   competent /not yet competent

v.   revised assessment tools

vi.   previous issues identified by internal or external verification

4.3 External Verification

External verification is a quality assurance process which TVET CDACC undertakes to ensure that assessment centre maintains appropriate quality in its assessment process as per set quality standards. This is done by using an external verifier to audit the assessment system of the assessment centre. External verification must not be completed unless the internal verification process has been done and the relevant documents completed.

4.3.1 Purposes of External Verification

i.   To obtain a credible and objective analysis of assessment and verification practices in assessment centers.

ii.   To recommend any further actions to TVET CDACC regarding the

- Correction of practices
- Capacity building requirements
- Compliance requirements

4.3.2 Requirements for External Verification

External verifier will be expected to examine the following:

i.   Internal verification reports

ii.   Assessment tools and materials for the units to be verified

iii.   Evidence of how assessments meet the elements and performance criteria for each unit

iv.   Trainees assessment evidence

v.   Checklists used by assessors

vi.   Record of achievement for all trainees to be verified

4.3.3 External Verification Process

I. Scheduling Verification Audits

TVET CDACC will develop a schedule of external verification audits in consultation with the assessment centre. The external verifier will conduct the audit to ensure that the quality of the assessment done at the assessment centre is being maintained. The schedule of audits will be recorded on the verification report.

II. Development of Sampling Plans

The external verifier will develop a sampling plan to target at least 10% of the candidates' who were assessed to ensure that the assessment decisions being made by the assessors (internal and external) are reliable. The external verifier will sample candidates' documentary evidence (e.g. portfolios, logbooks) to ensure compliance with the TVET CDACC's requirements. The sample should be random and include situations in which reasonable adjustments were made to accommodate candidates' special needs.

III. Checking the Record-Keeping

The external verifier will check the record-keeping of assessors and internal verifiers during the external verification audit to ensure that the records are properly organized and filed securely. The external verifier will ensure that assessment results are recorded on forms prescribed by the TVET CDACC in a timely manner and that the results are accurate.

IV. Monitoring Assessment Practice

The external verifier will observe assessor/assessors conducting an assessment. This will provide him/her with the evidence he/she needs to verify that the assessor is competent at his/her task. The external verifier will also observe internal verifier conducting internal verification exercises.

V. Verifying Instruments and Workplace Activities Used for Assessments

The external verifier will examine the tools used by the assessors at the assessment centre to ensure that they are in accordance with the standards established by the TVET CDACC. In organizations, the external verifier will check that the workplace tasks used for assessments provide valid and sufficient evidence as required by the TVET CDACC standards.

VI. Completion of the Verification Report

The external verifier will prepare a verification report which will include information on the following:
  i.   Record of results of the verification activities of the external verifier
  ii.   Record of non-conformities found during the visit
  iii. Record of other findings and recommendations

4.4 Specimen Forms

An internal verifier will record information for internal verification process in forms, examples of which are described below:

4.4.1 Verification Form I: Monitoring of Assessor

This form is used for monitoring of individual assessors and is used for recording a single assessment activity.

4.4.2 Verification Form II: Monitoring of Assessment

This form is used for monitoring of individual assessors and is used for recording a multiple assessment activity.

4.4.3 Verification Form III: Internal Verification and Trainee Tracking Records

This form shows trainee's progress and verification checks on assessment.

4.4.4 Verification Form IV: Internal Verification Sampling Plan

This form provides information on sample of assessment activity.

Verification Form I: Monitoring of Assessor

Identification Details	
Verifier Name	Verifier TVET CDACC Id
Assessor Name	Assessor TVET CDACC Id
Candidate Name	Candidate Registration No.
Qualification/Course Title	Module Unit(s)

Evidence Checklist	Yes	No	Verifier Comments
All performance criteria covered			
Evidence valid, sufficient, current, authentic and reliable			
Portfolio references correct			

Assessor Checklist	Yes	No	Verifier Comments
Candidate encouraged and put at ease.			
Assessment procedure explained and agreed with candidate			
All possible sources of evidence considered			
Appropriate questions used to cover knowledge and understanding			
Inconsistencies in evidence are clarified and resolved			
Clear and appropriate assessment decision made			
Clear and helpful feedback provided			

Method of Assessment Used (Please tick ✓)

Observation ☐

Product Evaluation ☐

Third Party/Witness Testimony ☐

Oral Questions ☐

Written Questions ☐

Case Study ☐

☐

Role Play

Photo/Video/Audio ☐

Other (specify)..

Additional comments by verifier

Assessor Signature... Date..

Internal Verifier Signature... Date..

Verification Form II: Monitoring of Assessment

Identification Details	
Verifier Name	Verifier TVET CDACC Id
Assessor Name	Assessor TVET CDACC Id
Candidate Name	Candidate Registration No.
Qualification/Course Title	Module Unit(s)

Type of Assessment Verified (Please tick ✓)	
Observation	
Product Evaluation	
Portfolio	
Third Party/Witness Testimony	
Oral Questions	
Written Questions	
Case Study	
Role Play	
Photo/Video/Audio	
Other (specify)	

Feedback to Assessor:

Action Required:

Assessor Signature.. Date...

Internal Verifier Signature.. Date...

All action points, as stated above have now been completed and the evidence requirements satisfied.

Assessor Signature.. Date...

Internal Verifier Signature.. Date...

Verification Form III: Internal Verification and Candidate Tracking Records

Qualification/Course Title..

Candidate Name and Registration No.	Start Date	Details	Module Unit No.		
			PC1	PC2	PC3
		Date Completed			
		Assessor Name			
		Date Verified			
		Date Completed			
		Assessor Name			
		Date Verified			
		Date Completed			
		Assessor Name			
		Date Verified			

Internal Verifier Name..

Internal Verifier Signature..

Date...

Key: PC=Performance Criteria

Verification Form IV: Internal Verification Sampling Plan

Assessment Centre Name and Code:...

Internal Verifier Name and TVET CDACC Id:...

Qualification/Course Title..

Date	Assessor Name	Candidate Name	Unit & Element	Internal Verification Method	Assessment Method	Report Number	Comments

Notes:
This document should be completed as internal verification takes place.
Key to IV method:
A: Verification of judgements with assessor present
B: Verification of assessor judgements from documentary evidence only
C: Verification by internal verifier and team at cross-moderation meeting
D: Verification of completed portfolio

Assessor Signature:...Date:..

Internal Verifier Signature:..Date:..

APPENDICES
TCDACC/APP/2: Application Form for Accreditation of an Assessment Center

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

1.   **LEGAL NAME OF INSTITUTION** ....

2.   **CONTACT ADDRESS**

     P.O. BOX..................... CODE .... TOWN ....

     PHONE:................................MOBILE..........................

     E-MAIL..

     WEBSITE...

3. **CLASSIFICATION OF THE INSTITUTION**

     Public ☐   Private ☐ (*Please tick where applicable*)

4. **PHYSICAL LOCATION**

  (i) County   ....

  (ii) District/Municipality   ....

  (iii) Division   ....

  (iv) Location/Town   ....

  (v) Village/Estate/Street   ....

  (vi) Building Name & Floor   ....

5. LAND PARTICULARS (*Attach certified photocopy of title deed or lease agreement*)

(i) Plot Number ....

(ii) Total acreage ....

(iii) Is the land on leasehold or free hold ....

(iv) Acreage of total built up area ....

(v) Type of building structures on site...

(vi) Incase of rented premises:

Name of Landlord ....

Address:..Tel No:...............................

(vii) Duration of lease (Specify Commencement Date) ....

6. NAME AND ADDRESS OF PROPRIETOR OF INSTITUTION

NAME...

P.O. BOX................ CODE .... TOWN ....

PHONE..............................MOBILE..............................

E-MAIL ....

6. NAME AND ADDRESS OF MANAGER

NAME...

P.O. BOX................ CODE .... TOWN.........................

PHONE..............................MOBILE..............................

E-MAIL ....

7. DETAILS OF DIRECTORS

FULL NAME	POSTAL ADDRESS	PHONE	MOBILE	EMAIL

xx

8. DETAILS OF ACCREDITED COURSES BY TVETA

COURSE NAME	COURSE LEVEL	STATUS OF COURSE *(state whether ongoing or discontinued)*

Note: Attach a Separate List If Space Provided Is Inadequate

9. REGISTRATION AND LICENSE NUMBER

TVETA Registration Certificate Number:………………………………………

TVETA License Number:………………………………………

Certificate of Incorporation Number:……………………………………(if company)

10. INTERNAL ASSESSOR AND INTERNAL VERIFIER DETAILS

S/No.	Name Of Assessor/Verifier	Professional Qualifications	Occupation	Practical Work Experience

Note: Attach a Separate List if Space Provided Is Inadequate

11. WORKSHOPS/ LABORATORIES

S/No.	Name of *workshop/ laboratory*	Dimensions in meters E.g. 10 x 8	Tools, equipment and other facilities in the Workshop

NOTE: Attach an inventory and layout design for each workshop/laboratory

DECLARATION

We the undersigned declare that the information contained in this application is to the best of our knowledge, true and accurate.

1. Name of Operations Manager/Principal:………………………………………………

Signature:……………………………………………

Date:…………………………………

2. Name of Chairperson of Governing Body:………………………………………………

Signature:……………………………………………   Date:…………………………………

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

TYPE OF APPLICATION	TICK
1. Assessor Accreditation	
2. Verifier Accreditation	

PERSONAL DETAILS			
Title	**Surname**	**First name**	**Other names**
ID/Passport No.			
Date of Birth			
Gender	**Male**	**Female**	*Please tick as appropriate*
Disability (*Tick applicable*)	**Yes**	**No**	*If yes, specify*
Physical Address		**Postal Address**	

Phone:	**Mobile:**
e-mail:	

APPLICANT'S QUALIFICATIONS	
Academic Qualifications Achieved (Please attach certified copies)	**Professional Qualifications Achieved** (Please attach certified copies)

APPLICANT'S RELATED WORK EXPERIENCE				
SECTOR	**OCCUPATION**	**PRACTICAL WORK EXPERIENCE**	**JOB TITLE**	**PERIOD**

You may use additional paper if more space is required.

SPECIFIC INFORMATION	
QUALIFICATION(S) *(Please indicate name(s) of qualification(s) you wish to be registered against)*	NTVETQ LEVEL

EMPLOYER INFORMATION		
Full Name of Employer(*please specify whether company or training provider*)		
Postal Address	Code	City/town
Physical Location		
Phone	Mobile	e-mail

	Yes	No
Have you ever been trained as an assessor, verifier, or curriculum developer? *(If yes, please indicate the period).*		

DECLARATION

I, ………………………………………………………………declare that the information contained in this application is to the best of my knowledge true and accurate.

Signature:……………………………………….   Date:…………………………………

TCDACC/APP/4:   Application Form for Recognition of Prior Learning

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

PERSONAL DETAILS			
Title	Surname	First name	Other names
ID/Passport No.			
Date of Birth			
Gender	Male	Female	*Please tick as appropriate*

APPLICANT'S RELATED WORK EXPERIENCE				
SECTOR	OCCUPATION	PRACTICAL WORK EXPERIENCE	JOB TITLE	PERIOD

1. You may use additional paper if more space is required.

2. Attach certified copies of evidence

DECLARATION

I, ... declare that the information contained in this application is to the best of my knowledge, true and accurate.

Signature:... Date:..
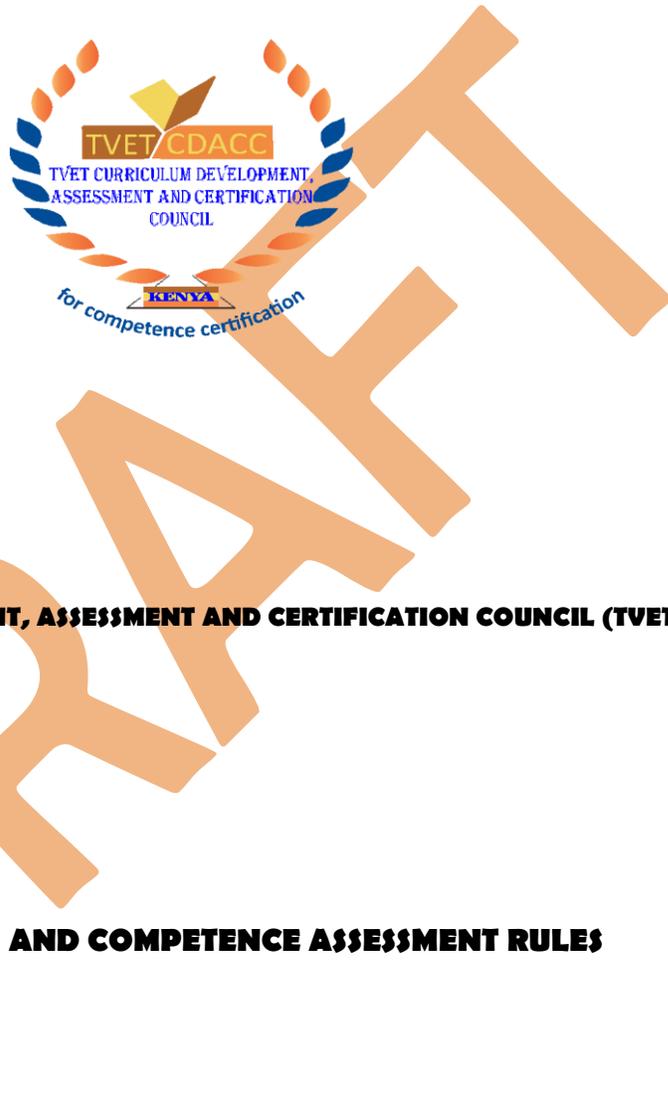
TVET CURRICULUM DEVELOPMENT, ASSESSMENT AND CERTIFICATION COUNCIL (TVET CDACC)

EXAMINATIONS AND COMPETENCE ASSESSMENT RULES

2015

Definition of Terms

Assessment Plan

It is a document that provides information on the purpose of assessment, the assessment criteria, the methods and tools used, and the context and timing of the assessment.

Assessor

A person accredited by the Certification Council to carry out competence assessments.

Competence Assessment

It is the process of collecting evidence and making judgments on whether competence has been achieved. It confirms that an individual can perform to the standard expected in the workplace. A variety of methods are used including but not limited to portfolios, projects, role play and written examinations.

Competence

It is the possession and application of knowledge, skills and attitudes to perform work activities to the standard expected in the workplace.

Portfolio

A collection of multiple work samples compiled and evaluated over time.

Recognition of Prior Learning (RPL)

It is the process of recognizing a candidate's current competencies which may have been achieved through means that include any combination of formal or informal training and education, work experience or general life experience regardless of where or how the learning took place.

Assessment Center

A training institution, industry or a set up accredited by the Certification Council for carrying out competence assessments.

Verifier

A person accredited by the Certification Council to ascertain the accuracy of an assessment as presented by an assessor.

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. The Council is expected to issue certificates to candidates who satisfy national TVET examination and competence assessment requirements.

1.2 Examinations and Competence Assessment

TVET graduates are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments, in accordance with the standard of performance expected in the workplace. Competence assessment is the process of collecting evidence and making judgments on whether competence has been achieved. Evidence is the information gathered which, when matched against the performance criteria, provides proof of competence. Evidence can take many forms and be gathered from a number of sources. Evidence can be direct (direct observation, oral questioning & demonstration of specific skills), indirect (assessment of qualities of final product, review of previous work undertaken, written tests of underpinning knowledge) or supplementary (testimonials from employers, reports from supervisors, work diary or journal, evidence of training and examples of reports or work documents). In line with its functions, the Council has developed the following rules to govern the conduct of examinations and competence assessments.

2.0 EXAMINATIONS AND COMPETENCE ASSESSMENT RULES

2.1 Examinations and Competence Assessment Rules

6) Assessment resulting to certification by TVET CDACC shall only be carried out in assessment centers accredited by the Council.

7) In internal assessment, tools developed by internal assessors and approved by TVET CDACC shall be used for assessing the competency unit.

8) In external assessment, tools developed by external assessors and approved by TVET CDACC shall be used for assessing the competency unit.

9) Internal assessor shall keep a candidate's portfolio of all assessments for verification by internal and external verifiers.

10) External assessor shall keep records of external assessment for verification by external verifiers.

11) A candidate shall keep his/her own portfolio of all assessments as prescribed by TVET CDACC.

12) An assessment center shall ensure that assessment plans are developed and provided to all candidates before their assessment. (assessment plan appendix)

13) An assessment center shall submit an application in the prescribed format (Appendix i) accompanied by the prescribed fee to the Council for external assessment of a candidate.

14) For a candidate to be competent in a written examination, he/she must score at least 40%.

15) For a candidate to be certified competent for a certain level, he/she must be competent in assessment as well as written examination.

16) Consistent with the principle of criterion referenced assessment there will only be two possible outcomes of assessments: **competent** or **not yet competent**.

17) A candidate shall not be allowed to move on to the next qualification level until he/she is competent in all competency units in the current level.

18) During examinations/assessment, a candidate must show documentary evidence to prove that he/she is the same person who registered for the examination/assessment.

19) Unless authorized by the assessor, no reference materials or electronic devices shall be allowed during the writing of an examination. Unauthorized materials include, but not limited to books, class notes, or reference sheets. Unauthorized electronic or

communication devices include, but not limited to cell phones, lap tops, tablets and programmable devices.

20) Where the assessment comprises practical tests or the use of equipment such as a computer, a specialist technician/qualified personnel must be available to deal with equipment failures.

21) The examination/assessment documents must be collected from their secure store on the day of the examination/assessment by the responsible assessor. The sealed envelopes containing the documents should not be opened until immediately before the examination/assessment and should be opened in front of the candidates.

Online and Information Communication Technology examinations

22) For on-line examinations the test must be unlocked for the correct candidate. The assessor must check the identity of the candidate and then ensure that the correct ID and password are issued. The assessor must oversee the input of the ID and password for each candidate and check to see that the name on the test screen matches the name of the candidate.

23) For on-line and Information Communication Technology examinations, there should be no access to the internet, e-mail, data stored on the hard drive or portable storage media such as flash disks, CDs and memory sticks.

24) For on-line examinations which may be taken by a candidate within an agreed time period, centers may allow candidates to enter and leave the room at different times provided the invigilation conditions are maintained and entry and exit can be managed without disturbing other candidates.

25) In the case of on-line assessment or a computer marked assessment, the assessor should check that the test has closed correctly and ensure that the responses are submitted in accordance with the system regulations. The center must ensure that on-line test results are uploaded immediately and are advised to retain a provisional score report.

26) In examinations/assessments where computers are required or allowed and answers are to be printed out, the assessor should check that the printouts can be identified on a candidate by candidate basis. One copy only should be printed, unless otherwise directed by subject specific instructions, and the files must be erased from the computer/storage medium immediately.

27) Preparatory examination material recorded on tape or disk must be erased immediately after the examination, with the exception of printouts of specialist trainer's work, where applicable. One copy of the specialist trainer's work per batch must be returned with the worked scripts.

28) In a situation where there is an objective test or a personalized question paper, and individual pre-printed answer sheets are provided for each candidate, each individual answer sheet or personalized question paper must be given to the candidate whose name appears on it.

Conduct During an Examination

29) In examinations which last for two hours or longer, no candidate may enter the examination room one hour after the start of the examination, and no candidate should leave the examination room during that first hour. In examinations lasting less than two hours, no candidate may enter the examination room after, or leave the examination room before, half the examination time has passed.

30) A candidate arriving after the start of the examination may be allowed to take the examination, subject to the agreement of the center and provided that the given time restrictions would not be breached.

31) Candidates may not be admitted after the start of an examination where listening, dictation or speed tests are involved.

32) Candidates who have finished their work and have been allowed to leave the examination room early must hand in their work and the examination paper before they leave the examination room. Those candidates must not be allowed back into the room.

33) A candidate who becomes ill or receives notification of a personal emergency that cannot be handled within the first half of the duration of the examination, must submit all examination materials to the assessor and requests his/her examination be deferred.

34) The assessor must record which candidates are present during the examination, clearly indicating those candidates who are absent and record the names of candidates who are not listed.

35) Before candidates leave the room, the assessor should check that all candidate work is clearly identified; any extra sheets used are securely attached to the answer book. For examinations where single sheet stationery is used, each candidate's worked papers should be arranged in numerical order of questions and firmly stapled at the top left-hand corner.

36) A candidate who, during an examination:

    i.   copies from the script of another candidate;

    ii.   communicates with another candidate, with intent to assist that candidate answer an examination question;

    iii. communicates with another candidate with intent to seek the assistance of that candidate in answering an examination question;

    iv.   is in possession of a textbook, electronic device or material in the examination room without lawful authority;

    v.   copies from notes, electronic device, a textbook or any other material; or

    vi.   receives external assistance without lawful authority,

shall be disqualified from writing the entire examination.

Impersonation

37) A candidate who is registered to take a particular examination but knowingly allows another person to take that examination on his or her behalf, commits an offence and will be prohibited from taking an examination for a period not exceeding three years immediately after the commission of the offence.

38) A person who, for the purpose of an examination:

    i.   is not registered to take a particular examination but, with intent to impersonate, presents or attempts to present himself or herself to take the part of a candidate;

    ii.   registers for an examination using a false name or identity; or

    iii. falsely uses a certificate, testimonial, signature, photograph or a document of some other person to represent that other person,

commits an offence.

33

Seating Arrangements

39) Seating arrangements must be made which will prevent candidates from seeing each other's work, intentionally or otherwise. It is recommended that:

    i.   The minimum distance in all directions from center to center of candidates' chairs is 1.25 metres and all candidates should face in the same direction, unless they are working at drawing boards or computer workstations for on-line tests.

    ii.   In such cases the arrangement should be in an inward facing pattern or in another suitable pattern to ensure that the minimum distance requirement is satisfied each candidate should be seated at a separate desk, table or workstation.

    iii.   For on-line tests, each workstation must be isolated by a minimum space of 1.25 metres measured from the nearest outer edge of one screen to the next.

    iv.   Any specialized preparation for Information Communication Technology related examinations should be provided to candidates as individual files for their exclusive use.

40) No candidate, assessor, verifier or any other person shall be involved in any form of assessment/examination malpractice. (list of malpractices; dos and don'ts)

2.2 Recognition of Prior Learning Rules

41) Recognition of Prior Learning (RPL) shall be provided for only up to certificate levels.

42) Recognition of Prior Learning shall be accessible to anyone with relevant competencies.

43) An individual who would like to undergo RPL shall submit an application in the prescribed format (appendix ii) accompanied by the prescribed fee to an accredited assessment center.

44) A panel of at least two (2) accredited assessors appointed by the center shall conduct a pre-qualification assessment in order to determine the suitability of the individual for assessment for RPL and communicate its recommendations to the Certification Council.

45) Assessments for RPL shall be carried out by a panel of at least two (2) external assessors and ascertained by an external verifier.

46) External assessor shall communicate the assessment outcome to the assessment center and the Certification Council.

2.3 Certification Rules

47) The council shall issue three types of qualifications certificates:
     i.   Record of Achievement
     ii.   National Certificate
     iii.   National Diploma

48) Record of Achievement shall be awarded to candidates who demonstrate competence in a given module.

49) For a candidate to be certified competent for a certain level, he/she must be competent in assessment as well as written examination.

50) National Certificates shall be awarded to candidates who are fully competent in a particular occupation at Technical and Vocational Education and Training Qualification (TVETQ) levels 1 to 4.

51) National Diplomas shall be awarded to candidates who are fully competent in a particular occupation at TVETQ level 5 or 6.

52) All certificates shall bear the logo of the assessment center, the logo of the Council and the National emblem (coat of arms).

53) The qualifications certificate or record of achievement shall contain the signature of the Council Secretary and the signature of director/Chief Executive Officer of the assessment center.

APPENDIX I

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

Telposta Towers (25th Floor)   Kenyatta Avenue
P.O. Box 15745-00100   Tel.: +254 20, 2217210 Ext 2503/2506/2521
NAIROBI, KENYA   Email: cdacc.tvet@gmail.com

TVET CDACC/APP/1: Application Form for External Assessment of a Candidate

CANDIDATE PERSONAL DETAILS			
Title (Mr/Ms/Mrs)	**Surname**	**First name**	**Other names**
ID/Passport No.			
Date of Birth			
Gender	**Male**		**Female**		*Please tick as appropriate*
Physical Address		**Postal Address**	
Phone:		**Mobile:**	
e-mail:			

Attach certified copy of Id/Passport.

ASSESSMENT CENTER DETAILS		
Name of Assessment Center		
Postal Address	**Code**	**City/town**
Physical Location		
Phone	**Mobile**	**e-mail**

ASSESSMENT DETAILS	
Title of Assessment Applied For	**Qualifications Level**

CANDIDATE'S RELATED WORK EXPERIENCE				
INDUSTRY SECTOR	**OCCUPATION**	**JOB TITLE**	**PRACTICAL WORK EXPERIENCE**	**PERIOD** (i.e From.....to.....)

You may use additional paper if more space is required.

COMPETENCY ASSESSMENT(S) PASSED

NAME OF QUALIFICATION	QUALIFICATIONS LEVEL	INDUSTRY SECTOR	CERTIFICATE NUMBER	DATE OF ISSUANCE

1. Attach certified copies of certificates.

2. You may use additional paper if more space is required.

CANDIDATE'S DECLARATION

I, ……………………………………………………………………declare that the information contained in this application is to the best of my knowledge true and accurate.

Signature:……………………………………………. Date:…………………………………

TO BE COMPLETED BY THE CHIEF EXECUTIVE OFFICER OF ASSESSMENT CENTER

I hereby declare that I have scrutinized this application form and the supporting documents, and verified that the form is duly completed.

I hereby forward the application to Council Secretary, TVET CDACC for further action.

Full Name …………………………………………Signature …………………… ……..

Date and Stamp ………………………………………………………………………….

APPENDIX II

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

Telposta Towers (25th Floor)   Kenyatta Avenue
P.O. Box 15745-00100   Tel.: +254 20, 2217210 Ext 2503/2506/2521
NAIROBI, KENYA   Email: cdacc.tvet@gmail.com

TVET CDACC/APP/1: Application Form for Assessment for Recognition of Prior Learning

PERSONAL DETAILS			
Title	**Surname**	**First name**	**Other names**
ID/Passport No.			
Date of Birth			
Gender	**Male**		**Female**		*Please tick as appropriate*

APPLICANT'S RELATED WORK EXPERIENCE				
INDUSTRY SECTOR	**OCCUPATION**	**JOB TITLE**	**PRACTICAL WORK EXPERIENCE**	**PERIOD** (i.e From.....to.....)

1. You may use additional paper if more space is required.

2. Attach certified copies of evidence.

DECLARATION

I, ... declare that the information contained in this application is to the best of my knowledge, true and accurate.

Signature:...   Date:....................................