

**TVET STANDARD**

**TVETS 07:2022**

ICS 03.180

**First Edition**

# **TVET Standard — CBET Assessment Centre — Requirements and guidelines**



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## **REVISION OF TVET STANDARDS**

In order to keep abreast of progress in industry, TVET Standards shall be regularly reviewed. Suggestions for improvements to published standards, addressed to the Director General, Technical and Vocational Education and Training Authority are welcome.

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# **TVET Standard — CBET Assessment Centre — Requirements and guidelines**

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Tvet Authority Page

## Foreword

Development of the Technical and Vocational Education and Training (TVET) Standards has been necessitated by the need for establishing requirements governing quality of training services in the TVET sector. It is envisaged that through standardization, service delivery disparities that are encountered when services are rendered within the TVET sector will be removed.

Technical and Vocational Education and Training Authority (TVETA) has established a Technical Standards Committee mandated to develop standards through consultations with stakeholders and Kenya Bureau of Standards (KEBS). The Committee is composed of representatives from the TVETA Standards Development Department, public and private sector organizations in the TVET sector.

TVET Standards are developed through Technical teams comprising of key stakeholders and professional experts representing government, regulatory and professional bodies, curricula development and assessment agencies, academia, consumer groups, public and private colleges, universities and other interested parties.

Draft TVET Standards are circulated to stakeholders. The comments received are discussed and incorporated before finalization of the standards, in accordance with the principles and procedures for development of Standards. Once finalized, the standards are published and gazetted.

TVET Standards are subject to review from time to time. Users of the TVET Standards are therefore expected to ensure that they always have the latest editions of the standards they are implementing.

Attention is drawn to the possibility that some of the elements of this document may be subject to patent rights. TVETA shall not be held responsible for identifying any or all such patent rights.

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## Introduction

This guide is designed to support TVET Institutions and industry to provide suitable resources/facilities for CBET assessment that:

- i) meet the requirements of the CBETA and RPL requirements and guidelines on physical assessment; and
- ii) e-assessment requirements.

Accreditation of the assessment centres shall be based on these standards and it is also important for the Assessment body to understand the setup for external verification requirements. This will help ensure confidence in the quality of assessment. It will also ensure uniformity, reliability, validity and efficiency of competence assessments.

This guide should be read in conjunction with the TVET CBETA, RPL and ODeL requirements and guidelines.

## TVET Standard — CBET Assessment Centre — Requirements and Guidelines

### 1 Scope

This TVET Standard prescribes requirements and guidelines for Assessment Centres in Kenya on the following: accreditation of assessment centres, partnership agreements, assessment centre design and planning, assessment centre resources, preparing assessment delivery, assessment delivery and communicating assessment outcomes.

### 2 Normative references

The following referenced documents referred to in the text in such a way that some or all of their content constitutes requirements of this document. For dated references, only the edition cited applies. For undated references, the latest edition of the referenced document (including any amendments) applies.

TVETS 01, *TVET Standard — Competence-Based Education, Training and Assessment (CBETA) — Requirements and Guidelines*

TVETS 02, *TVET Standard — Prior Learning Assessment and Recognition (PLAR) — Requirements*

TVETS 05, *TVET Standard — Standard — Open, Distance and e-Learning (oDeL) — Requirements and Guidelines*

TVETS 08, *TVET Standard — CBET assessment tools — Requirements and Guidelines*

### 3 Terms, definitions and abbreviations

For the purposes of this document, the following terms, definitions and abbreviations apply.

#### 3.1 Terms and definitions

##### 3.1.1

##### **accreditation**

process by which the TVETA 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, 2013

##### 3.1.2

##### **assessment**

process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a TVET accredited course

##### 3.1.3

##### **assessment body**

legal entity that carries out assessment of candidates' performance in TVET programmes to ensure that competence demonstrated by the candidates meets the requirements of the qualification

##### 3.1.4

##### **assessment centre**

an institution or organisation/industry that provides secure and controlled environment to undertake valid, reliable and fair judgement



**3.1.5****assessment centre manager**

an individual appointed to manage an assessment centre to ensure standards are maintained and the timetable and venue operate successfully

**3.1.6****assessment criteria**

qualities, characteristics or aspects of an assessment task that will be used to measure attainment of learning outcomes

**3.1.7****assessment tools**

instruments and procedures used to gather and interpret evidence of competence

**3.1.8****assessor**

person who can assess a candidates' performance and related knowledge in a range of tasks to ensure that competence / knowledge demonstrated meets the requirements of the qualification

**3.1.9****authority**

Technical and Vocational Educational and Training Authority established under Section 6 of the TVET Act, 2013

**3.1.10****board**

Technical and Vocational Education and Training Authority Board established under Section 8 of the TVET Act 2013

**3.1.11****candidate**

individual who participates in an assessment centre in order to be assessed, so that their performance can be evaluated in keeping with the requirements of the respective National Occupational Standard

**3.1.12****certificate**

level of qualification below diploma or its equivalent

**3.1.13****centre**

generic term referring to an Assessment Centre

**3.1.14****client**

individual, department or organisation who establishes an Agreement with an Assessment centre to deliver the Centre(s) and all associated elements, in order to meet the specified requirements.

**3.1.15****competence-based assessment**

assessment of an individual's performance evaluated against specific learning outcomes or pre-determined standards

**3.1.16****Competence-Based Education and Training (CBET)**

approach that emphasizes on acquiring competence through providing the trainees with knowledge, skills and attitudes required for workplace

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### 3.1.17

#### **competency standards**

industry developed performance outcome statements that describe the minimum skills, knowledge and attitudes necessary in the performance of a particular task in the workplace. They consist of elements of competence, performance criteria, a range statement and an evidence guide.

### 3.1.18

#### **course**

programme of instruction comprising a range of syllabus content areas for trainees to acquire knowledge, work attitudes, skills and competences for employment in formal or informal sectors

### 3.1.19

#### **curriculum**

programme of courses fulfilling the requirements for a certificate or diploma in a particular field of study

### 3.1.20

#### **feedback**

an oral or written process which provides information to the candidates about their assessment results

### 3.1.21

#### **institution**

entity that promotes or offers technical and vocational education and training

### 3.1.22

#### **item writers**

person who is subject expert and is responsible for creating questions, items or tasks and appropriate supporting marking instructions for course assessment

### 3.1.23

#### **National Qualifications Framework (NQF)**

system of accreditation, quality assurance, assessment and examination of national qualifications

### 3.1.24

#### **programme**

sequential grouping of courses which forms a considerable part, or all, of the requirements for an academic credential or an occupational objective

### 3.1.25

#### **quality assurance**

systematic process that ensures all assessment processes achieve the desired outcome

### 3.1.26

#### **reliability**

the degree to which the results of an assessment consistently measure knowledge, attitudes and skills attained in a particular assessment. It demonstrates consistency of assessment decisions and scores among assessors, over time and across different tasks or items that measure the competencies

### 3.1.27

#### **resources**

includes but is not limited to personnel; materials; equipment; rooms and general facilities at the venue

### 3.1.28

#### **RPL mentors/advisors**

person with more and deeper understanding of knowledge on RPL. An advisor's role is that of a mentor

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### 3.1.29

#### **role-player**

an individual trained to interact with candidates in a defined role within a task to elicit behaviour on which assessments will be made

### 3.1.30

#### **service provider**

The training provider or organisation that supplies assessment centre services. Are responsible for the design and implementation of assessment centre.

### 3.1.31

#### **task**

exercise or activity which replicates or simulates the tasks that an individual does within a job role

### 3.1.32

#### **trainee**

person enrolled to pursue an approved TVET programme

### 3.1.33

#### **trainees' competence**

trainees' ability to demonstrate skill(s) for a specific job according to set standards

### 3.1.34

#### **training**

includes technical and vocational education and training leading to acquisition of specialized skills and knowledge that can provide the practitioner with livelihood

### 3.1.35

#### **validity**

extent to which an assessment measures that which it purports to determine, established by the degree to which the evidence or outcome of the assessment is in accordance with the stated competency standards

### 3.1.36

#### **virtual centre**

centre in which participants participate, interact or are assessed remotely, through the use of technology

## 3.2 Abbreviations

|       |  |
|-------|--|
| CBET  | Competency-Based Education and Training                    |
| RPL   | Recognition of Prior Learning                              |
| TVET  | Technical and Vocational Education and Training            |
| NQF   | National Qualification Framework                           |
| PWDs  | Persons with disabilities                                  |
| ODeL  | Open, Distance and e-Learning                              |
| TVETA | Technical and Vocational, Education and Training Authority |

## 4 Concept of an assessment centre

### 4.1 General

**4.1.1** Reforms towards competence based education and training requires new approaches towards training and assessment. Assessment Centres shall have adequate assessment resources that include competent assessors and verifiers, assessment facilities, materials, tools and equipment as well as assessment tools.

**4.1.2** TVETA shall provide standards and guidelines in accordance with the requirements of sections 31 and 57 of the TVET Act, 2013 to assure quality in competence-based assessments.

NOTE: The standards and guidelines outline the requirements in establishing and operating assessment centres to ensure uniformity, reliability, validity and efficiency of competence assessments.

**4.1.3** Assessment Centres shall provide a secure and controlled environment to undertake valid, reliable, and fair judgement of trainees' competence by qualified assessors and verifiers.

**4.1.4** The Centres shall facilitate the conducting of online assessments where applicable by inclusion of a simulated environment and partnering with industry players.

**4.1.5** Each Centre shall be managed by a center manager supported by assessment/examination officer, internal verifiers, internal assessors and assessment advisors/mentors who shall offer administrative services to oversee all assessment activities and ensure conformance to the TVET specific occupational /training standards for programmes being offered.

### 4.2 Accreditation of Assessment Centre

**4.2.1** Each prospective assessment Centre shall apply to TVETA for its accreditation in a prescribed format for the purpose of conducting competence-based assessments.

**4.2.2** A centre that applies for accreditation to host the external integrated summative assessment for a specified occupational qualification or part qualification shall provide evidence of:

- a) the required physical resources (e.g., venue; equipment, furniture), specified by TVETA to assess learners' competence with regard to the relevant occupational qualification or part qualification.
- b) ease of accessibility of persons with disabilities.
- c) the required technical expertise (qualified personnel) to conduct the integrated external assessment for the relevant occupational qualification or part qualification.
- d) compliance with the quality assurance requirements needed to conduct that specified assessment.
- e) systems to handle complaints and appeals.
- f) candidates welfare and support services.

**4.2.3** TVETA shall make recommendation regarding the training provider to the Assessment Body for approval.

**4.2.4** The Assessment Body shall conduct an approval visit to confirm that the training provider meets the required standards of assessment centre approval, and for the qualification(s) in question.

**4.2.5** Once approval is confirmed by the Assessment Body, it is valid for a five-year period.

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**4.2.6** The Assessment Body shall issue the approved assessment centre with a letter confirming approval, an approval certificate and a unique centre number.

**4.2.7** Assessment Centres are approved to deliver and assess licensed qualifications only in the location(s) that have been recommended by TVETA and approved by Assessment Body.

**4.2.8** Centres may operate outside of more than one location, for the delivery or assessment of licensed qualifications. However, TVETA requires that these sites, hereby known as Alternative Locations, be approved as being fit-for-purpose.

NOTE: Alternative location examples:

- a) A centre conducts all teaching at their main address but has a site suitable for practical assessment that is away by car. This site can be recommended by TVETA and approved by Assessment Body as an assessment site.
- b) A centre wishes to conduct competence assessment of licensed qualifications in a real workplace/industry. This site shall be known as sub-centre/satellites and shall be treated by TVETA as a separate centre. Sub-centres/satellites are subject to separate and full centre and qualification approval and are allocated a separate centre number or a suffix centre number. The assessment centre shall first have a formalized agreement (refer to Clause 5 of this standard) with the workplace/industry.

**4.2.9** A mobile Assessment Centre may, where applicable, be established by a RPL provider to meet the need of assessing isolated group(s) of candidates. The mobile Assessment Centre shall be configured to conform to the requirements prescribed in this standards.

### **4.3 General requirements of Assessment Centre**

Assessment Centres shall implement and adhere to legally established assessment body's assessment systems and procedures by:

- a) establishing and maintaining partnerships with training institutions and industry for purposes of assessment.
- b) serving candidates that have undergone formal and informal learning.
- c) serving as an assessment centre or both assessment centre and training institution, while conforming to the specific training standards as established by TVETA.
- d) establishing and maintaining Internal Quality Management Systems.
- e) liaising with assessment bodies and setting flexible assessment periods.
- f) establishing an Information Management System (IMS) for inputting, maintenance of assessment process and certification records.
- g) providing a controlled environment for on-line assessments for both the theory and practical through approved media platforms (refer to ODeL Standards).
- h) submitting candidates to the assessment body for registration and scheduling for assessments.
- i) facilitating administration of assessments utilizing services of assessors and verifiers accredited by TVETA.
- j) facilitating RPL candidates wishing to have their abilities assessed to achieve credentials or to make informed alternate career decisions.
- k) disseminating certificates to the candidates.
- l) having an assessment policy.

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- m) complying with National policy on Persons with Disabilities. An assessment center shall develop an internal policy with strategies to support candidates who are PWDs.

### 4.4 Assessment centre roles

- a) Ensure that assessment centre is ready to conduct assessment as scheduled
- b) Management distribution and movement of assessment materials
- c) Provide general administration related to assessments
- d) Manage assessment queries and irregularities
- e) Prepare assessment centre reports for each assessment cycle

## 5 Agreement procedure

This clause designates the standard for the process of defining the scope of the Assessment Centre and the process an Assessment Centre should follow in agreeing a contract with partnering organization for the satellite assessment centre provision.

### 5.1 Partnership arrangements

**5.1.1** An assessment centre and/or training provider may enter into partnerships with organizations such as training providers and workplaces/industries to operate as satellite assessment centre of the assessment centre and/or training provider for the conduct of competence assessment.

**5.1.2** The satellite assessment centre shall be required to meet the requirements for conducting assessments as prescribed in this standard. In selecting satellite assessment centre, the assessment centre and/or training provider should consider the evidence supporting the prospective organizations competence to carry out the required services and the ability to comply with all legal and regulatory standards and requirements relating to the design and delivery of assessment centre procedures and the management of Candidates data.

**NOTE 1** In order to reach an agreement, it is important that the Assessment Centre and/or training provider communicates clearly what the assessment needs are and that the prospective organizations (sub-centres/satellites) understands these needs in order to provide a Centre which is fit for purpose.

**NOTE 2** The Assessment Centre and/or training provider needs to be able to take advice from the prospective organizations (sub-centres/satellites) regarding technical and ethical matters and the prospective organizations (sub-centres/satellites) should provide advice to the Assessment Centre and/or training provider on these matters even where the Assessment Centre and/or training provider does not explicitly ask for this. In particular, it is for the prospective organizations (sub-centres/satellites) to ensure that the agreed service is to proper professional and ethical standards.

**NOTE 3** The final agreement may need to be developed in stages. For example, at an initial meeting the Assessment Centre and/or training provider may agree to contract with the prospective organizations (sub-centres/satellites) and specify the context and assessment need. The Assessment centre will then take some time to design an appropriate Centre and submit this to the Assessment Body through the Assessment Centre and/or training provider for approval. There will typically be some negotiation regarding the detail of the design before a fully specified plan can be documented and agreed by both parties.

**5.1.3** A partnership arrangement shall be formalized in writing and signed by the Assessment Centre manager and the head of the partnering organization using their prescribed forms.

**5.1.4** In a partnership arrangement, the Assessment Centre and/training provider shall have full responsibility for the administration of the assessment in the manner prescribed in this standard.



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### 5.2 Specification of purpose and scope

**5.2.1** The Assessment Body shall specify its assessment needs with Assessment Centre and/or Sub-centre/satellites

**5.2.3** The Assessment Centre and/or Sub-centre/satellites shall advise the Assessment Body where a Centre may not offer the most appropriate response for the proposed assessment need.

**5.2.4** Such occasions could include:

- a) When an alternative approach offers a more cost-effective and valid approach.
- b) When there is insufficient time or other resources to undertake all necessary stages to implement a Centre.
- c) When there is little or no managerial commitment to the Centre process or outcomes.

**5.2.5** Both the Assessment Body and the Assessment Centre and/or Sub-centre/satellites shall consider issues such as the purpose of the Centre, the demographics of the Centre Candidates, relevant biographical data.

**5.2.6** The specification of purposes and scope shall include the service to be delivered and the respective roles and responsibilities of all the parties in the process.

**5.2.7** The purpose of the Centre shall be clearly defined, including whether it is for use in a certification process, selection procedure, succession planning, personal development or other purpose.

**5.2.8** The scope of the Centre shall be clarified including the range of assessment criteria that need to be assessed, and the range and types of methods and instruments required for the assessment.

**5.2.9** Limitations and constraints shall be identified including time and logistic constraints on the delivery of the Centre or Centres.

### 5.3 Service provider roles

**5.3.1** The Service Provider shall take an evidence-based approach to Assessment Centre provision and should provide both regulatory and Assessment Bodies with access to documentation supporting the validity of the approach.

**5.3.2** The Service Provider shall identify and address ethical, professional and legal issues in the design, implementation and review of the Assessment Centre. Relevant legal considerations shall be considered for the Centre including equality and data protection legislation.

**5.3.3** The Service Provider shall assume responsibility for ensuring that all those who contribute to the Assessment Centre in any capacity are competent to do so. It shall ensure their competence through appropriate training, relevant qualification and are accredited by TVETA. Where such people are engaged by the Assessment Body to conduct external summative assessment, the Assessment Body shall assume responsibility.

**5.3.4** The Service Provider shall work to current accepted technical and professional standards and ensure all those who work for it are suitably qualified and are competent in their respective areas of practice.



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### **5.4 Assessment Body responsibilities**

**5.4.1** The Assessment Body shall develop national policy on competency-based assessment as a guide to Assessment Centre.

**5.4.2** The Assessment Body shall ensure that the Assessment Centre has the capability to deliver the service before approval.

**5.4.3** The Assessment Body shall be responsible for determining the assessment need and ensuring that the Centre addresses an appropriate and legitimate aim.

**5.4.4** The Assessment Body shall ensure ethical, legal or professional requirements are adhered to by Assessment Centre.

**5.4.5** The Assessment Body shall be responsible for providing external summative assessment upon request by the Assessment Centre with registered candidates.

**5.4.6** The Assessment Body shall ensure that Centre Candidates are provided with appropriate information about the process such that they are able to give informed consent for their participation and use of the assessment data generated in the Centre.

**5.4.7** The Assessment Body shall only use the assessment data within the bounds of the informed consent provided by candidates.

**5.4.8** The Assessment Body shall be responsible for communicating assessment outcomes and awarding of certificates to competent candidates through the assessment centre.

### **5.5 Evaluation and monitoring**

**5.5.1** The Assessment Body shall specify procedures for monitoring the progress of the Centre and evaluation of the Centre. These procedures shall include but not be limited to the collection of demographic data from Candidates for monitoring purposes, monitoring of the performance of Assessors, adherence to specified practices and procedures, provision for the capturing of comments and feedback from Candidates, escalation procedures for coping with unexpected events or situations and convening post-assessment evaluation meetings.

### **5.6 Supplementary research**

Whenever possible the opportunity should be taken to use the data from Centres for purposes of improving the quality of future Centres. Assessment Bodies shall be required to include in their Assessment Policy post-assessment procedures such as validation studies, applicant reaction studies and evaluations of the impact of the assessment on learning outcomes.

### **5.7 Sign off on design, resourcing and implementation**

**5.7.1** Prior to any work on the implementation of the Assessment Centre, the chosen Service Provider and the Assessment Body shall agree on the detailed specifications of the service to be provided including all practical, administrative and logistical details.

**5.7.2** The agreement shall include, but not be limited to:

- a) a justification for the inclusion of each of the proposed methods or procedures of assessment.
- b) provision for accommodations that may need to be made for people with disability related and other needs.
- c) an explanation of how the results of each procedure should be brought together to produce an overall assessment rating, where relevant.

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- d) a risk assessment of relevant issues, such as data security and privacy, ensuring consent and legal compliance.

**5.7.3** The agreement shall also cover, but not be limited to, some or all of the following:

- a) the objectives for the assessment process (e.g. assessment for partial or full certification, Recognition of Prior Learning);
- b) project start and end dates where relevant;
- c) details of the Centre procedures that will be used and how they relate to the assessment criteria;
- d) competence requirements for assessors and other Centre personnel and provisions for the supply of their training;
- e) procedures for managing and combining the data obtained and for reporting results;
- f) how issues of data security and data privacy will be managed;
- g) compliance with relevant Assessment Body policies and with professional, legal and regulatory requirements;
- h) the procedures to be followed to ensure the informed consent of Centre candidates and what provisions will be made for providing them with feedback on their performance;
- i) identification of costs and resource requirement including personnel, equipment and space;
- j) procedures for conducting post-assessment reviews.
- k) specification of the number and duration of the assessments;

**5.7.4** The agreement shall balance budgetary constraints, with the need to ensure that the recommended approach will achieve its intended aim without compromising standards. Where an alternate assessment method has been proposed to meet budgetary constraints, the Assessment Centre and/or Sub-centre/satellites should include empirical evidence demonstrating its efficacy.

**5.7.5** The Assessment Centre and/or Sub-centre/satellites shall ensure that the agreement is documented, recording the Assessment Body's agreement to the terms and conditions of the service that is to be provided including financial arrangements. The document should clearly set out the respective roles and responsibilities of the Assessment Body and the Assessment Centre and/or Sub-centre/satellites.

**NOTE** The documentation may be in the form of a formal contract, service level agreement, a series of email exchanges, a project specification or a combination of these. In cases where the Assessment Centre and/or Sub-centre/satellites is under an ongoing contract with the Assessment Body to provide Centre services, the documentation should be maintained and kept up-to-date with the Assessment Body being informed of any proposed changes or modifications to the provision.

**5.7.6** The Assessment Centre and/or Sub-centre/satellites shall, with the Assessment Body, agree and document a detailed plan for the Centre including the assessment rationale, the scope of the assessment criteria, the methods and procedures to be used, the management of data and reporting, the resources required in terms of personnel and facilities and the timing and scheduling of procedures and other logistics.

**5.7.7** The plan shall form part of the agreement. The plan should be updated as and when design and development activities are agreed.

**5.7.8** The Assessment Body and Assessment Centre and/or Sub-centre/satellites shall consider the possible impacts of the Centre on candidates and other stakeholders and include in the agreement procedures to optimise the positive value of these impacts (e.g. effective hiring decisions, Candidates'

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personal development, etc.) and to mitigate any risks associated with negative impacts (e.g. legal challenges to the process, unfair discrimination, etc.).

**5.7.9** The Assessment Centre and/or Sub-centre/satellites and the relevant representatives of the Assessment Body shall work to establish a commitment amongst relevant stakeholders (e.g. board members, managers, potential Candidates and Assessors) for implementation of the process.

**5.7.10** The Assessment Centre and/or Sub-centre/satellites and the Assessment Body shall agree on procedures for notification and agreement to changes in the initial specification that may arise due to changes in requirements and circumstances.

## 6 Assessment centre design and planning

This clause defines the standard for the design of Assessment Centres and for the planning procedures that need to be considered prior to implementation.

### 6.1 General

**6.1.1** The Assessment Centre shall be designed and set in a format to meet TVETA regulatory requirements and the stated assessment needs of the Assessment Body having explored these needs carefully with the Assessment Body and considered alternatives.

**6.1.2** The Assessment Centre shall engage in assessment activities for only the programmes that the training provider (Assessment Centre and/or Sub-centre/satellites) has been licensed to offer by TVETA and approved by the Assessment Body.

### 6.2 Document assessment policy

**6.2.1** The Assessment Centre shall develop and implement their Centre assessment policy which covers, but is not limited to, the following issues: Ethics, diversity, security, the briefing of candidates, candidate rights, data protection, provision for feedback, handling appeals, handling assessment irregularities and malpractices, handling assessment complaints and appeals, Centre staff training and competence issues, quality assurance and evaluation and monitoring.

**6.2.2** The centre's assessment policy shall be developed in consideration of the requirements of assessment body regarding competency-based assessment and certification process.

### 6.3 Assessment centre context

**6.3.1** The Assessment Centre design in an accredited training facility shall replicate the aspects of the real workplace environment while taking account of the nature of work, work activities, the work environment and the procedures used in the work setting of the target occupation.

**6.3.2** An assessment Centre shall ensure that the assessment service/activity for the candidate's knowledge, skills and work behaviors (attitudes) takes place in an environment suited to assess the relevant skills sets.

**6.3.3** The Assessment Centre design shall enable all suitable prospective candidates to equally access and be able to demonstrate their capabilities against the assessment criteria in each of the tasks and other assessment methods and within the logistical arrangements of the Assessment Centre.

**6.3.4** An Assessment Centre shall, where applicable, establish an online assessment system while conforming to the requirements in TVETS 05.

**NOTE** Traditional Centres involve bringing candidates to be assessed in a physical space. However, Assessment Centres can also take place in cyberspace, sometimes referred to as Virtual Centres, with candidates and Assessors in contact through electronic means such as video conferencing and web-based tools.

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**6.3.5** The basic standard requirement of simulated workplace assessment environment shall include, but not be limited to the following:

**6.3.5.1** A simulated workplace assessment environment shall:

- a) depict standard operating/workplace procedures.
- b) have relevant and up-to-date software, tools and equipment where necessary.
- c) conform to maintenance and occupational health and safety requirements.
- d) allow for candidates to:
  - i) operate within a problem-solving and experimental environment.
  - ii) work within stated timelines to meet deadlines.
  - iii) gain experience in the challenges and complexities of dealing with multiple tasks.
  - iv) prioritize competing tasks and deal with contingencies.
  - v) work effectively in a team.
  - vi) communicate with diverse groups.
  - vii) discuss and solve problems.
  - viii) show the level of written and verbal expression sufficient for the work requirements.
  - ix) work independently to manage workload.

**6.3.5.2** A simulated environment to be used to account for Work Study/ On-the-job experience shall:

- a) ensure scheduling is implemented to the industry standard (e.g. tools and equipment per candidate).
- b) ensure well-developed guidelines and expected outcomes are discussed with the candidate.

**6.3.5.3** Maintain the timeline established for the on-the-job exposure as per the curriculum requirements.

### 6.4 Developing assessment tools

**6.4.1** The assessment tasks for both formative and summative assessments shall be developed in accordance with TVETS 01.

**NOTE** For formative assessment, the assessment centre may develop assessment tasks internally, acquire from the assessment body or adapt from existing tasks.

**6.4.2** For summative assessment, the assessment tasks shall be provided by the assessment body.

**6.4.3** The Assessment Centre and Assessment Body shall design specific tasks that will provide evidence against the assessment criteria for the target job as identified by the respective occupational standard provided by industry.

### 6.5 Rating scale

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**6.5.1** The rating scale used to assign scores to assessment criteria for each task and for rating overall Centre performance shall reflect the level or levels of performance identified as being required.

**6.5.2** The rating scale for assessment conducted by assessment centre and assessment body shall be in accordance with TVETS 01.

**6.5.3** The industry shall make recommendations to the assessment body on assessment requirements and weighting of the performance criteria in line with National Occupational Standard.

**6.5.4** A procedure shall be established for converting the results from assessment methods that are not tasks onto the same rating scale used for the tasks.

### **6.6 Validation, trialling and piloting**

**6.6.1** Assessment tasks shall be checked for: content validity, face validity, task timings, level of complexity, benchmarks for ratings, clarity and relevance of instructions, comprehensiveness of materials and that adequate and appropriate evidence can be collected for the assessment criteria.

**6.6.2** Assessment tools which are new for a particular assessment shall be trialled where there are sufficient individuals' representative of the intended candidates, but who will not themselves be candidates.

**6.6.3** Following trialling and finalising materials, the assessment process should be piloted to ensure and enable refinements to be made to roles, integration and logistics.

### **6.7 Assessment centre resources**

#### **6.7.1 Human resource**

**6.7.1.1** Personnel required for Assessment Centre shall include;

- a) Assessment centre manager.
- b) Assessment/examination officer appointed by the Centre manager.
- c) Verifiers accredited by TVETA.
- d) Assessors accredited by TVETA.
- e) RPL advisors in accordance with TVETS 02.
- f) Role player – definition.
- g) Monitors.

**6.7.1.2** The assessment centre shall establish role profile for each of the roles in 6.7.1.1 above to be adopted within the assessment centre.

**6.7.1.3** The assessment centre shall be responsible for the personnel during the conduct of internally planned assessments i.e., diagnostic and formative assessments.

**6.7.1.4** The assessment body shall be responsible for the personnel during the conduct of the external summative assessment.

**6.7.1.5** Both assessment body and assessment centre shall provide necessary training in key competence areas for each of the personnel in 6.7.1.1 to ensure effective design and administration of assessment centre.

#### **6.7.2 Requirements for specific human resource**

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The personnel in 6.7.1.1 above within an approved assessment centre, each with different responsibilities. The requirements for specific role profiles shall address the following:

### 6.7.2.1 Requirements for assessment centre manager

The Centre Manager shall be competent in venue management and timetabling and in Centre monitoring and quality control.

NOTE The Centre Manager has the task of managing the Centre process operationally, that is, on the day or days when the Centre is run. This may involve the Centre Manager delegating various tasks within the role to suitably competent personnel.

Each assessment centre shall have an Assessment Centre manager. The responsibilities of the Centre Manager shall include, but not limited to:

- a) Ensuring adherence and implementation of the registration schedules set by Assessment bodies.
- b) Securing all assessment records as prescribed by the assessment body.
- c) Interfacing with partnering organizations, where applicable, for the purpose of assessment of candidates within the confines of regulations prescribed by the assessment body.
- d) monitor assessment planning and oversee administration of assessment.
- e) Oversee all assessment activities and ensure conformance to the accreditation standard for assessment centres.
- f) Provision of assessment materials as guided by the assessment body.

### 6.7.2.2 Requirements for assessment centre officer

Centre administrators shall have a general understanding of the Centre processes and be competent to carry out the tasks they undertake.

NOTE 1 Centre Administrators undertake tasks assigned to them by the Centre Manager and their training should be appropriate for the tasks they undertake. For example, this could include escorting and briefing participants, psychometric test administration and scoring, management of documentation including data collation and assuring data security is appropriately maintained.

The responsibilities of the assessment centre officer shall include, but not limited to:

- a) Assessment center officer is in charge of assessment registration, certification claims and administration of assessment in a center.
- b) Liaising with verifiers on registration of candidates for assessment.
- c) Ensuring registration details are correct.
- d) Making security and storage arrangements for assessment records, tools, equipment and materials.
- e) Ensuring assessment is conducted in accordance with set guidelines.

NOTE 2 Assessment Centre/Examination Officer shall be a registered verifier by TVETA.

### 6.7.2.3 The internal verifier

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The internal verifier shall be responsible for monitoring and evaluating the quality of assessment and assessment processes in an assessment centre. The internal verifier shall be appointed by the assessment centre manager.

**6.7.2.3.1** Requirements for internal verifiers shall include:

- a) be a qualified trainer and assessor (refer to TVETS 03-1:2019).
- b) hold a Verifier Course Certificate or a recognised equivalent qualification.
- c) have conducted Competency - Based assessments for at least three (3) years.
- d) have at least three (3) years of conducting Competency - Based training.
- e) have proven industrial experience gained within the last three (3) years.
- f) shall be registered by TVETA.

**6.7.2.3.2** Functions of an internal verifier shall include

- a) Sampling assessments that shall include the following areas:
  - i) qualifications and units
  - ii) assessors
  - iii) candidates
  - iv) assessment locations
  - v) assessment methods
  - vi) assessment planning
  - vii) assessment feedback
  - viii) tracking of assessments
  - ix) observation of assessment practice
  - x) assessment decisions and evidence
  - xi) standardisation of methods and practice across assessors

**NOTE** The sample size shall be determined by the assessment body.

- b) monitoring assessment practice
- c) standardizing assessment decisions
- d) inducting and mentoring new assessors
- e) evaluate the performance of assessors
- f) providing feedback to assessors on their assessment decisions
- g) providing feedback from external verification visits
- h) coordinate meetings with assessors to disseminate assessment information on a regular basis
- i) manage the appeals procedure in the first instance

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- j) ensuring that candidates' portfolio, records and assessment documentation are completed in accordance with the assessment body's guidelines
- k) maintaining up to date records of internal verification

### 6.7.2.4 The external verifier

The external verifier shall be responsible for monitoring and evaluating the quality of assessments and the assessment processes in a TVET institution. They shall be appointed by assessment body from a pool of verifiers registered by TVETA.

#### 6.7.2.4.1 Requirements for external verifiers shall include:

- a) TVET Trainers
  - i) Served as an internal verifier for at least five (5) years.
  - ii) hold a Verifier Course Certificate or a recognised equivalent qualification.
  - iii) have conducted Work - Based Competency training for at least five years.
  - iv) have proven industrial experience gained within the last one year.
  - v) shall be registered by TVETA.
- b) Industry experts
  - i) hold a Verifier Course Certificate or a recognised equivalent qualification.
  - ii) have conducted Competency - Based assessments for at least five years.
  - iii) have conducted Work - Based Competency training for at least five years.
  - iv) have proven industrial experience of at least five years (applicable to industry experts) shall be registered by TVETA.

#### 6.7.2.4.2 Functions of an external verifier shall include:

- a) Evaluate assessment processes of the assessment center to establish their compliance with assessment body standards.
- b) Sample assessment decisions to establish their reliability and validity.
- c) Support assessors and internal verifiers with information, advice and guidance on conduct of assessments.
- d) provide assessment body and centre with a report which shall contain observations and recommendations to improve the assessment process. The report shall contain the following information but not limited to:
  - i) Date of the visit.
  - ii) Monitoring and verification activities undertaken.
  - iii) information on any sampling undertaken.



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- iv) Names and positions of those interviewed.
  - v) Feedback to the assessment centre on the quality and consistency of its assessment process and the effectiveness of internal verification arrangements.
  - vi) Highlight areas of good practice.
  - vii) Actions the assessment centre shall take if its performance does not meet requirements, when these actions shall be completed and who is responsible for completing them.
  - viii) If applicable, and only if serious weaknesses are found, any sanctions that will be imposed or will be recommended to assessment body to impose, with a rationale for such a decision.
- e) Evaluate the management of assessment information and records.
  - f) Verify assessment of candidates during summative evaluation in a given occupation.

### 6.7.2.5 Requirements for assessors

Assessors shall meet basic requirements in order to assess effectively and gain the confidence of the candidates.

The requirements shall constitute a combination of academic, professional and social aspects and shall include:

- a) Shall be a registered trainer by TVETA.
- b) Qualification that is at least one level above that at which assessment service will be required and an expert in the subject area.
- c) Meet TVETA requirements for accreditation of trainer/assessor.
- d) Have undertaken professional training programme in training methodologies and assessment.
- e) Display professionalism in assessment.
- f) Possess organizational skills.
- g) Demonstrate flexibility in the course of assessment processes.
- h) Ability to accurately assess their candidate at each stage using appropriate and creative methods.

### 6.7.2.6 Requirements for RPL mentors/advisors

The RPL mentor/advisor shall be responsible for guiding and supporting the candidate through the RPL process and facilitating the learner to ensure the evidence is consistent with the award standard. The RPL mentor/advisor will work with the learner for a maximum of fifteen (15) continuous days.

The RPL mentor shall be required to support candidates who express their readiness to receive the qualification through the process of prior learning recognition.

The role of the RPL mentor is to advise the applicant on RPL planning, evidence gathering, and portfolio building.

The RPL mentor should:

- a) Provide initial guidance on the RPL process;
- b) Provide guidance on the gathering and presenting of evidence of learning;

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- c) Facilitate opportunities for the applicant's further learning and development;
- d) Support applicants in the reflective process, for identifying learning through experience (skills, knowledge, and competence);
- e) Support applicants in selecting and producing evidence of that learning, and identify areas for further learning;
- f) Provide unbiased constructive criticism, guidance and feedback;
- g) Avoid or be prepared to explain academic jargon;
- h) Encourage applicants to make links between learning and their work practice;
- i) Help applicants with any practical or conceptual difficulties with the RPL process;
- j) Encourage applicants to take responsibility for their own learning and help to build their confidence.

### 6.7.2.7 Role-players

Role-players shall understand the overall process in general terms and their part in helping to elicit behaviour; be familiar with the particular material of the assessment task and the role in which they operate; know how far to adhere to the prepared 'script' and where they are expected to use discretion, for example in following through a novel line of discussion raised by a candidate.

The same person shall not simultaneously act as an assessor or candidate for an assessment task where he or she is a role-player.

Role players shall be briefed of the expected roles and give consent

### 6.7.3 Assessment Centre Infrastructure (Physical and technological resources)

Assessment center shall have sufficient and appropriate physical and technological resources that facilitate effective assessment of candidates. As a minimum, an accredited assessment centre shall have the following:

- a) Suitably furnished assessment room(s) that meets health & safety standards.
- b) Lockable storage facility.
- c) Adequate ventilation and access points.
- d) Adequate ablution facilities.
- e) Telephone and email address.

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### 6.7.3.1 Physical resources

Physical facilities for competence-based assessment shall include:

- a) Adequately furnished theory rooms as per Occupational Training standards requirements.
- b) Conducive assessment rooms.
- c) Adequately equipped workshops /laboratories as per specific program Occupational Training standards requirements.
- d) Spacious waiting room.
- e) Reliable internet connectivity and adequate bandwidth facility where necessary.
- f) Secure and adequate storage facility (online and paper-based) for storing assessment documents.
- g) Provisions for persons with disabilities.

### 6.7.3.2 Requirements for physical facilities

Every assessment Centre shall meet the basic physical requirements of the general assessment area, the materials and supplies, and the general equipment necessary to facilitate an effective assessment process; minimizing or removing factors that would hinder a valid and reliable assessment administration. The physical requirements shall include:

#### 6.7.3.2.1 Physical buildings' approval

The facility that is providing assessment shall have County/Local authority planning approval. The building shall satisfy or exceed the requirements of the National Construction Authority and those of the Public Health Department.

#### 6.7.3.2.1 Design of facility

The design for the assessment purpose shall allow for an environment that enhances the comfort of the candidate(s). In considering the physical layout, the following factors shall be considered:

- a) Ventilation of facility: Adequate ventilation shall be required to create a comfortable environment in which assessment would take place.
- b) Proper lighting.

The assessment space shall be properly lit through windows/doors that allows natural light into the room. There shall also be provision for artificial lighting in the assessment space to cater for situations where the natural light is insufficient or when the assessment is done during the night. For artificial lighting, the width and length of the assessment space will determine the amount of bulbs needed.

A room hosting twenty (20) to thirty (30) candidates shall have:

- a) at least two light tubes placed towards the front, centre and back of the assessment space;
- b) proper balanced lighting rather than being too bright or dull; and
- c) Scheduled regular checks to ensure the bulbs are in working condition and replacement are made for faulty bulbs and lighting system.

#### 6.7.3.2.1.1 Space allocation

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The size of each assessment space shall be proportional to the number of candidates it will host during the assessment. There shall be a balance in allocating adequate space rather than the extremes of too much or too little. The following shall be considered when allocating space for conducting assessments:

- i) adequate distance among candidates and the invigilator's free passage way through the rows;
- ii) adequate space between the candidates' desk, equipment and safety requirements so that movement through the room can be done with ease;
- iii) spacing between candidates as per the requirements prescribed by the Assessment Body.

### 6.7.3.2.1.2 Number of tables and chairs

- i) The number of tables and chairs shall correlate with the number of candidates expected to undertake the assessment. In addition, the assessor's table and chair should be provided.
- ii) An extra set of chairs shall be made available on request or stocked at the back of the room in the event that there are invited guests as a part of the assessment team at any given time.

### 6.7.3.2.1.3 Safety

In order to ensure safety of the persons using the facility during the assessment, the assessment centre shall ensure that:

- i) all equipment and items to be used during the assessment are in proper working condition.
- ii) visible emergency plan(s) are established, implemented and maintained.
- iii) emergency signage are in place and evacuation route(s) are clearly marked.
- iv) layout of the assessment space facilitate greater ease of movement especially in cases of emergency.
- v) adequate space for movement to avoid stampede in emergency cases; All emergency routes to be clear of obstacles and doors not permanently locked.
- vi) use of non-slip tiles, where applicable.
- vii) there are policies in place to prevent damage to buildings and equipment and anything that poses a threat is reported and dealt with promptly.
- viii) Assessment Centre establishes and regularly reviews disaster and emergency response plan.
- ix) emergency committees are established and trained in preparedness for emergency/disaster and can be easily mobilized.

### 6.7.4 Tools, equipment, materials and internet supply

Assessment Centre shall have tools, equipment, materials and internet supply for the purpose of assessment in specifications prescribed by the assessment body.

### 6.7.5 Video recording requirements for practical assessments

An assessment centre shall, where necessary, provide for video recording to allow the evaluation of historical information concerning a practical as evidence that provides insight into the candidate's capabilities.

Where video recording is required as a component for assessment, the assessment centre shall:

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- i) provide video recording equipment as specified by the assessment body.
- ii) provide appropriate storage media for recorded videos as specified by the assessment body.

### 6.7.6 Assessment records management

An assessment Centre shall establish an Information Management System (IMS) for inputting, maintenance of assessment and certification records.

## 7 Preparing assessment delivery

This entails the implementation of the assessment centre policy; procuring all necessary resources; preparing all Centre personnel; timetabling, scheduling and resource allocation; and registering and preparing candidates.

### 7.1 General

The assessment centre shall ensure that the conduct of competency based assessment as are defined in TVETS 01.

### 7.2 Data protection

**7.2.1** The assessment centre shall ensure that the data from the Centre is managed in accordance with all professional, legal and regulatory requirements.

**7.2.2** The assessment centre shall maintain the necessary level of security for personal data in the Centre.

**7.2.3** The assessment centre shall ensure that

- a) there are clear guidelines as to how long identifiable personal data (including any audio recordings, video material, data from remote assessments, etc.) are to be kept on file.
- b) access to candidates' data is limited to those with a right to know (including data kept on file systems, so that only those who have a right to access can obtain it).
- c) the relevant consent is obtained before releasing data.

### 7.3 Planning the feedback

The assessment centre shall put in place mechanisms to give feedback for the assessment process.

### 7.4 Allocation of human resources

**7.4.1** The Assessment Body shall make recommendations to the Assessment Centre regarding the appropriate quantity and quality of resources required to fulfil the different roles to deliver the assessment.

**7.4.2** The actual quantity of resources required for each role shall be determined by the schedule of the Centre, which should take into account the number of candidates, assessment tasks and related activities across the allocated time-frame.

**7.4.3** The assessment centre shall ensure that the number of Assessors, Verifiers and Role-players is adequate for the number of candidates, so that the Assessor, Verifiers and Role-players workload is not too great and they can perform their tasks effectively.

**7.4.4** There shall be at least one Assessor for every three candidates as a minimum for practical assessment. Ideally there should be at least one Assessor for every two candidates. Where the Centre design

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allows a lower ratio the reasons why this is appropriate should be explicitly noted in the Centre documentation.

**NOTE** Factors such as the number of assessment criteria being assessed in each assessment task which impacts on the complexity of the Assessor's task and the amount of time for Assessors to complete their work will impact on the number of Assessors needed and this will sometimes be as much as one Assessor for each candidate. The resources can be provided by the Assessment Centre or the Assessment Body or a combination of the two.

**7.4.5** The Assessment Centre shall confirm that all Centre staff have demonstrated competence against their role profiles in advance of the assessment commencing.

### **7.5 Assessment environment**

**7.5.1** The Assessment Centre shall create suitable venue which can accommodate the demands of the assessment.

**7.5.2** The venue should be conducive to the nature and demands of the assessment, namely an environment which is free of noisy distractions, well lit, accessible to all and provides good quality air, thus enabling the candidates to relax and focus on the tasks at hand.

### **7.6 Assessment materials**

**7.6.1** The Assessment Body shall prepare a checklist of the materials required for the specific assessment as per respective Occupational Training Standard requirements.

**7.6.2** The Assessment Centre shall ensure that all necessary materials are procured and delivered to the venue in advance of the start of the assessment.

### **7.7 Stakeholder involvement**

When there is expected stakeholder presence at the Assessment Centre during assessment delivery, attending in the capacity of a passive Observer, the Assessment Body shall ensure that such stakeholders are appropriately briefed on their role, to avoid disturbing the effective implementation of the assessment process.

### **7.8 Contingency planning**

**7.8.1** The Assessment Centre and Assessment Body shall have a contingency plan based upon a risk assessment to deal with unexpected events in order to minimise disruptions to the assessment process.

**7.8.2** In dealing with contingencies the Assessment Centre and Assessment Body shall endeavour to maintain the safety and wellbeing of candidates, act in a fair and reasonable way towards all concerned and maintain the integrity of the assessment process.

**NOTE** Centres by their very nature are complex events and things can sometimes go wrong or something unexpected can happen. It is useful to have additional resources on standby who can help out in an emergency. Common disruptions include:

- a) needing to adapt the timetable quickly when one or more candidates do not turn up;
- b) having to reallocate the workload when any person is unable to fulfil their role at the Centre;
- c) failure of IT or other equipment;
- d) candidate or personnel becoming ill; and
- e) any event such as a fire alarm disrupting the schedule.

## 7.9 Technical support

**7.9.1** The Assessment Centre shall ensure that there is an adequate level of technical support to tackle any likely technical problems for any equipment in use in the Assessment Centre.

**NOTE** This may entail having an IT specialist or technically competent person (technicians) attend the Centre or having access to remote technical support.

**7.9.2** The Assessment Centre shall ensure that appropriate measures are in place to minimise the risk of performance data loss in the event of an IT malfunction.

## 7.10 Preparing assessment centre personnel

**7.10.1** The Assessment Centre in consultation with Assessment Body shall identify how many people are needed for each role included in the design (see 6.1) and allocate these roles.

**NOTE** Diversity considerations should be taken into account in allocating people to roles. For example, enhancing ethnic and gender diversity among Centre staff.

**7.10.2** The Assessment Centre shall ensure that appropriate and relevant briefing documentation is prepared and provided to all personnel undertaking each role. Appropriate security measures shall be followed when documentation includes confidential materials.

**7.10.3** The Assessment Centre in collaboration with Assessment Body shall provide the necessary initial training or refresher training, so as to ensure that all personnel satisfy the level of role competence required to fulfil their role, as specified in clause 6.7.2.

## 7.11 Scheduling and timetabling

**7.11.1** Assessment scheduling and timetabling documentation shall include, but not limited to:

- a) Assessment timetable showing the sequence of events (written assessment, oral, tasks, etc.).
- b) A matrix allocating candidates to Assessors (and Role-players if used) across tasks.
- c) A master timetable combining both of the above with room allocations.

**7.11.2** The assessment timetable shall:

- a) not compromise the performance of anyone involved in or attending the assessment.
- b) allow for the time to move between tasks locations, breaks and allow adequate time for Assessor and administration activities.
- c) avoid conflicts where candidates are seen by Assessors or Role-players who are known to them.

**7.11.3** The assessment body shall prepare assessment scheduling and timetabling for external summative assessment and communicate to assessment centre.

**7.11.4** The assessment centre shall prepare assessment scheduling and timetabling for internal assessments i.e., diagnostics and formative assessments.

## 7.12 Disability related and other needs

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**7.12.1** The Assessment Centre shall notify the Assessment Body in advance if they have any particular requirements or disability related needs.

**7.12.2** The Assessment Body in collaboration with Assessment Centre shall ensure that reasonable adjustments are made to accommodate candidates with disabilities or other needs.

**7.12.3** The instructions provided shall be sufficient for candidates with disability related or other needs to anticipate if they need to request accommodations.

### **7.13 Rules of conduct in an assessment centre**

The conduct of users of an Assessment Centre shall be in accordance with assessment body rules and regulations.

### **7.14 Assessment tool requirements**

**7.14.1** Assessment tools for formative assessment shall be designed and developed by internal assessors in the assessment centre and shall be verified by internal verifiers.

**7.14.2** For every competence based summative assessment, an assessment Centre shall ensure an assessment tool provided by the assessment body is used.

**7.14.3** The assessment tool in 7.14.1 and 7.14.2 shall conform to the requirements in TVETS 08.

### **7.15 Registration of candidates**

**7.15.1** The assessment body shall provide assessment centre with procedures and requirements for registering candidates for scheduled external summative assessments.

**7.15.2** The assessment body shall provide an online platform that is accessible by assessment centre for the purpose of registering their candidates.

**7.15.3** The assessment body shall ensure data protection for the candidates registered in their online platform.

**7.15.4** The assessment centre shall capture the candidate's details and confirm eligibility of candidates for assessment.

**7.15.5** The Assessment Centre shall have an assessment officer.

**7.15.6** The assessment officer shall establish assessment registration schedules, where applicable, and also ensure candidate registration for the set assessments in accordance to procedures provided by the assessment body.

**7.15.7** The assessment centre shall provide identification document to each registered candidate contain. The candidate's identification document should have information that include, but not be limited to: Candidate's full name, registration number, national identification card number and coloured passport size photo.

### **7.16 Assessment malpractices**

The assessment centre shall handle assessment irregularities and malpractice in accordance with centre's documented assessment policy and as guided by the Assessment Body.



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### **7.17 Complaints and appeals**

**7.17.1** An Assessment Body and assessment centre shall put in place procedures for handling candidate's complaints and make appeal if not satisfied with the assessment outcome.

**7.17.2** The Assessment Body and assessment centre shall communicate to the candidates how they can raise any concerns they may have relating to the assessment, how they have been treated, or to query or challenge the results or outcomes of the Assessment Centre.

**NOTE** Responses to Candidate queries and concerns should be as open and informative as possible while maintaining the integrity of the assessment process, the security of the materials and data protection requirements.

**7.17.3** Re-assessment shall be re-arranged as soon as practically possible if the need arises (e.g., due to disturbance or illness during the Centre).

### **7.18 Informing candidates**

**7.18.1** Both assessment body and assessment centre shall provide all the necessary information for candidate to make informed decision to consent to undertake competency based assessment.

**7.18.2** The necessary information to candidate shall be sent out adequately in advance for candidates to make the required preparation for the assessment. It is helpful for candidate to receive the information two to three weeks before the assessment.

**7.18.3** The necessary information includes but not be limited to:

- a) date, time and location of the assessment;
- b) a clear statement of the purpose of the specific assessment;
- c) what the candidates will be expected to do;
- d) details assessment procedures and methods used;
- e) how the assessment results will be used;
- f) what recommendations or decisions will be made;
- g) how long the assessment results will be kept;
- h) confidentiality and security of candidate's information;
- i) how to request reasonable adjustments or accommodations for special needs; and
- j) how to raise complaints and appeals against assessment outcome.

## **8 Assessment delivery**

This section describes the requirements to ensure that the assessment is carried out according to the design and operational decisions specified in Section 6 and 7.

The assessment body shall assign responsibility to the Assessment Centre Manager for the implementation of the assessment in line with its design and this standard.

### **8.1 Identification of candidates**

The assessment Centre shall provide for identification of its registered candidates as prescribed by the assessment body.

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## 8.2 Competence-Based Assessment

Competence-Based Assessment shall

- a) be conducted by assessors registered by TVETA. Assessors shall be subject matter experts and trained in assessment and preferably have industry/workplace experience.
- b) ensure that key aspects for consideration are taken into account when assessing candidates. These shall include, but not limited to:
  - i) Adequacy of evidence provided and proof that competency standards have been met;

**NOTE** Following the review of all the assessment components (Portfolios of Evidence, Competence Interviews and/or practical tasks), the assessor shall decide whether evidence presented provides adequate proof that the competency standards have been met.

- ii) establishment and maintenance of record(s) of assessment marks and recommendation(s) to the moderator;
- iii) RPL assessment procedures that are consistent with TVETS 02;
- iv) Quality assessment system that are in tandem with integrity requirements. Integrity requirements include, but are not limited to avoidance of bribery, biases, tribalism, nepotism, among others.

## 8.3 Assessment facilitation, assessment delivery and management

The Assessment Centre shall ensure assessment is conducted in line with assessment schedule and timetables as provided by Assessment Body.

**8.3.1** The Centre Manager shall ensure that all required Centre staff are present onsite or available online in the case of a Virtual Centre. Reserve staff should be called up in the event of unexpected absence. Only staff deemed competent by the Assessment Body shall be used to conduct assessment.

**8.3.2** The Centre Manager shall confirm that all planned venue facilities, equipment and documentation is ready for use prior to the Centre commencing.

**8.3.3** The Centre Manager shall provide clear and consistent briefings for all Centre staff and Candidates, including logistics, timetabling, role requirements and confidentiality.

**8.3.4** The Centre Manager shall ensure that Candidate briefings make it clear when they are, and when they are not, being assessed.

**8.3.5** The Centre Manager shall ensure that all Centre staff and Candidates adhere to the public health and safety requirements of the venue, and that appropriate first aid and welfare facilities are available.

**8.3.6** The Centre Manager shall ensure that all agreed procedures (as outlined in the Centre manual) and timetables are followed. All necessary steps shall be taken to ensure the standardised delivery of the process. Where multiple concurrent physical or virtual sites or successive delivery occasions are used, appropriate systems of control and communication should be used to ensure on-going consistency of delivery.

**8.3.7** The Centre Manager shall ensure the effective handling of unscheduled events (e.g. room changes, timetable changes, fire alarms, technology failures, Candidate illness, adverse weather). Where possible, pre-agreed contingency plans for unscheduled events should be implemented (e.g. alternative timetables,

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emergency procedures). Resultant actions should aim to maintain the integrity of the Centre, while prioritising the safety and well-being of the Candidates and staff.

### 8.4 Conduct the assessment

- a) The assessment shall be conducted by assessors registered by TVETA. Assessors shall be subject matter experts and trained in assessment and preferably have industry/workplace experience.
- b) The assessor shall ensure that key aspects for consideration are taken into account when assessing candidates. These shall include, but not be limited to:
  - i) Adequacy of evidence provided and proof that competency standards have been met;

**NOTE** Following the review of all the assessment components (Portfolios of Evidence, Competence Interviews and/or practical tasks), the assessor shall decide whether evidence presented provides adequate proof that the competency standards have been met.

- ii) establishment and maintenance of record(s) of assessment marks and recommendation(s) to the moderator;
- iii) RPL assessment procedures that are consistent with TVETS 02;
- iv) Quality assessment system that are in tandem with integrity requirements. Integrity requirements include, but not be limited to avoidance of bribery, biases, tribalism, and nepotism, among others.

### 8.5 Record keeping, security, confidentiality

**8.5.1** The Centre Manager shall ensure security of assessment materials and Candidate records is maintained throughout the delivery. Appropriate systems should be in place to ensure secure retention and accounting of all assessment materials, and candidates records should be maintained confidentially.

**8.5.2** The Centre Manager shall maintain a record of any events occurring during Centre delivery which may impact on the assessment process including how these were dealt with.

**NOTE** Records can be used to verify any later challenge to the Centre delivery, and will also inform enhancement of future delivery processes.

**8.5.3** When making a video recording, the assessor/videographer shall:

- a) ensure comprehensive and accurate running order of the candidates' work;
- b) assessor/videographer shall label every storage device with the appropriate information;
- c) assessors/videographer shall ensure that when writing on a storage device the ink used will not wipe off or damage the data on the device; and
- d) use appropriate form(s) for capturing the candidate's activity.

**8.5.4** An assessment centre shall store all video records as prescribed by the assessment body.

### 8.6 Quality assurance

**8.6.1** The Centre Manager shall ensure that Candidates and Centre staff have the means of raising issues and concerns that have arisen during the Centre. Candidates and staff should be informed of the process by which such concerns will be considered and addressed, and reassured that issues will be escalated to an appropriate individual or forum for consideration.

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**8.6.2** The Centre Manager shall ensure that quality assurance systems are effectively maintained throughout the delivery. This should include structured monitoring of performance of Centre staff (Assessors, Role-players, etc.), and clear procedures for dealing with staff performance issues. Records should be maintained of evaluation made.

**8.6.3** The Centre Manager shall ensure that any performance issues of Centre staff (e.g. Assessors, Role-players, administrators, etc.) are promptly and effectively addressed (e.g. through replacement, or onsite development as appropriate) to ensure minimal impact on the overall effectiveness of the Centre.

**8.6.4** The assessment centre shall be subjected to external quality assurance mechanisms in order to maintain its status as an assessment centre. These shall include, but not be limited to:

- a) Inspection audits by TVETA; and
- b) assessment verification audits by the assessment body.

## 9 Communicating assessment outcomes

This clause refers to how assessment outcomes are communicated to candidates and stakeholders through reports and feedback.

### 9.1 General

**9.1.1** Feedback on assessment outcomes shall be communicated to candidates either during or following the assessment.

**9.1.2** The assessment centre shall report the outcomes of the assessment as agreed with the Assessment Body.

**9.1.3** The assessment body shall guide the assessment centre about how the assessment outcomes can be used and interpreted.

### 9.2 Use of reports

**9.2.1** The assessment centre shall ensure that reports (whether presented orally or in writing) are provided as soon as possible so that they can properly inform Assessment Body decision-making and development action planning.

**9.2.2** The Assessment centre shall ensure that the reports are accurate and conform to the agreed style and format.

**9.2.3** The reports shall be in a form that consistently and appropriately details the ratings and scores and provides sensible and justifiable interpretations of the data collected. Reports should be presented in forms that are understandable by each category of end user.

**9.2.4** Reports shall be independently verifiable, in that there will be evidence that relates the conclusions in the report to the assessment data and the qualities of the assessment methods.

**9.2.5** All reports shall explain the risks of making final decisions based on the available data.

**9.2.6** Computer-generated reports shall be checked for accuracy before being made available to candidates or other approved recipients.

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**9.4.7** The Assessment centre shall provide access to the reports to each designated end user, as agreed with the Assessment Body.

**9.2.8** The Assessment centre shall ensure that all reports include an explanation of how the information they contain may be used, its limitations and technical qualities.

### 9.3 Provision of feedback

The feedback should be comprehensive and provided as soon as possible following the assessment.

NOTE 1 Ideally feedback should be provided within two weeks of the assessment and not more than four weeks.

NOTE 2 Feedback may be given during the assessment (e.g., after each task).

NOTE 3 Feedback can be provided in either written or oral form.

### 9.4 Providers of feedback

**9.4.1** Feedback shall be provided by an assessor nominated by the assessment centre and is conversant with the assessment including its purpose and content. Different nominated assessors may provide feedback on different elements of the assessment.

**9.4.2** The assessor nominated to provide the feedback to candidate shall have been trained by assessment body to provide feedback in a sensitive, supportive and constructive manner.

### 9.5 Mode of feedback

**9.5.1** The provided feedback shall be clear, accurate and appropriate for the candidate to understand. The language should be non-technical with no assumptions made about previous knowledge and expertise.

**9.5.2** The candidate shall be provided with a contact person to direct any enquiries or concerns about the feedback.

**9.5.3** Oral feedback to candidate shall be accompanied with written record of what has been discussed.

### 9.6 Content of feedback

**9.6.1** The content of the feedback shall include one or more of the following:

- a) Written summary of assessment criteria ratings and overall outcome.
- b) Detailed written report describing assessment criteria ratings with information describing evidence for those scores obtained from one or more tasks.
- c) Oral feedback on assessment criteria ratings and related evidence from feedback-trained Assessors.

**9.6.2** The person providing the feedback shall have access to the qualitative and quantitative evaluations from the Centre.

## 10 Post assessment review

The purpose of the post-assessment review is to ensure that the learning points from the Centre are collected and used in improving future practice. Changes based on the Post-Centre Review need to be considered in the light of all standards.

### 10.1 Evaluating the centre process

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**10.1.1** Following completion of the Centre, any learning points for the future shall be collated including both elements that went well and those that did not. This should include both the assessment process itself as well as matters such as Candidate perceptions, acceptability and use of outcomes.

**10.1.2** All Centre personnel shall be asked to provide the Centre Manager with their feedback on the Centre. The feedback shall be collated and consulted when designing future Centres.

**10.1.3** Candidates should be asked for their evaluation of the Centre.

**10.1.4** Where IT is used directly in the delivery of tasks, a specific IT review should be undertaken to evaluate whether the technology is and remains fit for purpose.

**10.1.5** The cost of the Centre in both resources and monetary terms should be calculated and evaluated in the light of the benefits of the Centre.

### 10.2 Long-term evaluation

**10.2.1** The long-term plan for the evaluation of the Centre shall be carried out by assessment body.

NOTE 1 The plan may be invoked when a certain number of Candidates have been assessed, at the end of a set time or when some other assessment goal has been achieved.

**10.2.2** The Assessment Body may commission the Assessment centre or another independent entity to carry out the evaluation.

**10.2.3** An on-going series of Centres should be evaluated at least annually. A major review and reevaluation should be undertaken every three to five years or whenever the context of the assessment has undergone substantial change.

**10.2.4** The evaluation plan shall address the reliability, validity, diversity and candidate impact and utility of the Centre and should include qualitative and quantitative approaches.

NOTE 2 Reliability relates to the accuracy of the assessments, validity to their effectiveness, diversity impact relates to the relative performance of different groups, candidate impact relates to the effects on candidates wellbeing and utility is the contribution of the Centre to the intended outcomes typically considered in cost benefit terms.

**10.2.5** The number of Candidates assessed should be taken into consideration in deciding on the quantitative elements of the plan. Where a sufficient number is available quantitative analysis should be undertaken. The evaluation should consider the likely power of any quantitative analyses in deciding what analysis to undertake.

NOTE 3 Statistical power is the probability of statistically significant findings emerging when there is a real effect. For example, in a validation study the probability of finding a statistically significant relationship between Centre scores and later measures of performance when a strong relationship between the two exists, will depend on the number of Participants. Typically, 100 or more Candidates are required for reasonable power in a validation study.

**10.2.6** Quantitative evaluations should be undertaken by professionals with appropriate knowledge and skills in research methodology and Centre good practice.

**10.2.7** The results of the quantitative analysis should be included in the final evaluation of the Centres and any decisions regarding maintaining or altering their design.

**10.2.8** The recommendations from the evaluation shall inform any decisions regarding the maintenance or alteration of the design of the Centre.

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NOTE 4 Where evidence of adverse impact is found, while this might reflect real differences in performance between groups, the Assessment centre should seek to understand which facets of the Centre process (Exercises, Assessors, assessment criteria, etc.) are the source of the impact, pay particular attention to the evidence for the validity of the Centre and investigate alternatives with less impact.

**Annex A**  
(informative)

**Additional security requirements**

**C.1** Avoiding unauthorized access to the system. The assessment software should be on a secure server with password protection at different levels to protect items, especially indications of the correct responses. The identity of the candidate should be verified with an ID card unless known to the invigilator. Assessments can be restricted to a particular domain or set of IP addresses, and it may also be advisable to allocate individual machines to users.

**C.2** Removing access to unauthorized materials. Aids such as calculators and spell checkers and access to unauthorized sources of information should be disabled as necessary in advance. This can be achieved by hiding navigation toolbars, disabling shortcut keys and preventing return to the assessment if another program has been accessed. You should also prevent the candidate from viewing the source code of the web page in the browser.

**C.3** Preventing unauthorized disclosure of content. Facilities to print, copy materials into another application, or send files to the hard disk, removable media and other computers should be removed. There should be no item or response data left in caches or in the file system after the assessment has taken place.

**C.4** Be alert for the possibility of cheating or malpractice. Invigilators should log incidences where the conditions for assessment outlined for the activity are breached or malpractice is suspected.



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