



TVET Standard — CBET Trainers Qualification Framework — Part 1: General

TVETS 03-1:2019

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The following persons undertook the technical process of the standard development from drafting stage to final standard with inputs from various internal and external stakeholders.

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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 Trainers Qualification
Framework — Part 1: General**

**TECHNICAL AND VOCATIONAL EDUCATION AND
TRAINING AUTHORITY (TVETA)**

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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 department, public and private sector organizations in the TVET sector.

TVET Standards are developed through a Technical Committee that in consultation with 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 Company Standards. Once finalized, the public are then notified through Government gazette.

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 versions 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.

This TVET Standard — CBET Trainers Qualification Framework is a series of standards which shall comprise of the following parts:

Part 1: General

Part 2: Category I: Technical Instructor Requirements

Part 3: Category II: Trainer Assessor Requirements

Part 4: Category III: Principal Trainer/Developer Requirements

Part 5: Category IV: Principal Trainer/Manager Requirements

During the development of this standard, reference was made to the following documents:

TVET Act, 2013.

TVET Regulations, 2015.

Philippines Trainers Qualification Framework – TESDA.

The 2014 Professional Standards Education and Training Foundation (ETF)
etfoundation.co.uk.

Acknowledged is hereby made for the assistance derived from these sources.

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Introduction

There is great need to expand the pool of experts particularly in critical or priority trades. This calls into increasing in number and quality of the technical training staff directly involved in development of trainees to meet workplace requirements. Indeed, this calls for a trainer qualification framework. To ensure the delivery of job ready graduates, interventions aimed at enhancing the competencies of TVET trainers in both public and private TVET institutions, there is need for a strong designed system to train, recruit and maintain quality of instructors, trainers, assessors, verifiers, curriculum developers and training managers.

The Authority functions include:

- a) Accreditation of persons involved in training to ensure quality in TVET training (section 17(1));
- b) Advise on the development of schemes of service for trainers (section 7); and
- c) Development of standards and guidelines for training and assessment (Section 57(b)).

To undertake above functions there is need for Training staff Occupational Training Standards to prepare various training persons to handle the Competency Based Education, Training and Assessment (CBETA) as well as quality implementation. This is expected to counter the identified challenges in reforms in education and training sessional paper of 2012 to do with quality assurance, curriculum design and delivery in TVET.

TVET Standard — CBET Trainers Qualification Framework — Part 1: General

1 Scope

This TVET Standard prescribes General requirements for instructors, trainers, assessors, verifiers, curriculum developers and training managers.

2 Normative references

The following documents are 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.

TVET Act 2013

TVET Regulations 2015

Kenya National Qualification Framework (KNQF)

3 Terms and definitions

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

3.1

instructor

a tutor or educator or a teacher, who helps others to acquire knowledge, competence or virtue they teach a wide variety of subjects in CBET programs at a TVET institution

3.2

trainer

a person in possession of adequate and relevant qualifications as specified in TVET regulations, 2015. In addition, a trainer shall possess at least one qualification level higher than the training level, registered and licensed in accordance with the TVET Act, 2013, be able to plan a training session, deliver competence based training (CBET), conduct competence assessment and maintain training facilities, have the relevant technical and vocational competencies at least to the level being delivered or assessed and renew training licence periodically based on evidence of continuous professional development

3.3

assessor

a person who has adopted and uses systematic methods of obtaining information from observation, tests and other sources, to draw inferences about the performance and achievements of an individual. This involves the process of gathering, describing, or quantifying information about performance from an activity such as a written test, portfolio development or project that seeks to measure a trainee's skills or knowledge in a subject or skill area.

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3.4

verifier

a person who supervises, coordinates and verifies the assessment activity in accordance with set procedures to ensure the maintenance of quality and consistency of assessment of candidates for Competence Qualification /National Qualification awards within an approved centre. This focuses mainly on the validity and practicability of assessment instruments, the reliability of the assessment decisions and the consistency of the quality of assessment practices within the centre over time

3.5

curriculum developers

an educational professional or instructional coordinator who focuses on the topics that students learn and the materials that instructors use in the classroom to develop CBET programs of instruction at a TVET institution

3.6

Instructor Professional Programme (IPP)

training for professionals in a trade that want to become Training Instructors. The offer of these specific training courses will have to be developed

3.7

Trainers Professional Programme (TPP)

training for professionals in a trade that want to become Trainers, Assessors and Verifiers. The offer of these specific training courses

3.8

Developers Professional Programme (DPP)

training for professionals in a trade that want to become Standards/Curriculum Developers. The offer of these specific training courses

3.9

Training Manager Professional Programme (TMPP)

training for professionals in a trade that want to become Training Managers. The offer of these specific training courses will have to be developed

4 Requirements for Trainers Qualification Categories

Qualification Levels	Category I: Technical Instructor	Category II: Trainer Assessor	Category III: Principal Trainer/Developer	Category IV: Principal Trainer/Manager
Definition	Sets training material, equipment for practical workshop or laboratory and maintains training equipment	Conducts technical training and competency assessments	Designs and develops curriculum, courses and instructional materials	Manages and develops internal quality training systems
Minimum Profession Entry Requirements	Craft/KNQF level 5 in the technical/vocational domain (Craft) + certificate of an approved IPP for Technical Instructors	Bachelor Degree KNQF level 7 in the technical/vocational domain +certificate of an approved TPP for Training Providers	Masters/KNQF level 9 in the technical/ vocational domain and/or experience as trainer (minimum 4 years) + approved DPP for Training Providers	Masters/KNQF level 9 in the technical/ vocational domain and/or experience as trainer (minimum 4 years) + approved TMPP for Training Providers
Foundation skills	1. Communication 2. Apply math and science principles in technical training			

	<ol style="list-style-type: none"> 3. Apply environmental principles and advocate conservation 4. Utilize IT Applications in technical training 5. Work in teams 6. Apply work ethics, values and quality principles 7. Work effectively in vocational education and training 8. Foster and promote a learning culture 9. Ensure a healthy and safe learning environment 10. Maintain and enhance professional practice 11. Appreciate cost-benefits of technical training 12. Understand and analyze global labor markets 			
Professional Training Programme	Course on training instructors who support CBET trainers	Course on Training Methodologies and Assessment	Course on Training Design and Development of curricula	Course on Management and internal quality assurance of training implementation
Core Competency Requirements	<ol style="list-style-type: none"> 1.Plans for instruction 2.Facilitates training sessions ensuring integration of theory and practice 3.Operates Training Facilities 4.Maintains Training Facilities 5.Integrates ICT and other appropriate media in training. 6.Ensures Equity during instruction 7.Ensures conducive and safe learning environment 8.Mentors the trainees 9.Supervises Work-Based Learning 10. Conducts Prescribed Competence Assessment 	<ol style="list-style-type: none"> 1. Plans for instruction 2. Conducts training sessions ensuring integration of theory and practice 3. Assesses student’s competencies. 4. Integrates ICT and other appropriate media in training. 5. provides guidance and counselling to the trainees 6. Mentors trainees 7. Ensures internal quality control of the training. 8. Imparts entrepreneurial skills to the trainees. 9. Ensures Equity during instruction 10. Manages training data 11. Participates in co-curricular activities 	<p>Those of the trainer plus:</p> <ol style="list-style-type: none"> 1. Conducts Training Needs Assessment 2. Participates in the development of competence standards 3. Develops/adapts a training curriculum taking into consideration trainees with special needs 4. Develops/ adapts learning materials taking into consideration trainees with special needs 5. Develops/ adapts assessment tools taking into consideration trainees with special needs 	<p>Those of the trainer plus:</p> <ol style="list-style-type: none"> 1. Prepares and manages training budgets 2. Leads a team in a TVET training centre 3. Manages the trainee and staff industrial attachment 4. Provides workplace training for instructors and trainers 5. Manages HR related functions of the team 6. Promotes, advocates and strengthens industry and TVET linkages 7. Designs and Develops maintenance system of training facilities Promotes equity and ensures quality