



**TECHNICAL AND VOCATIONAL EDUCATION
AND TRAINING AUTHORITY**

COMPREHENSIVE REPORT

ON

QUALITY AUDIT OF NATIONAL POLYTECHNICS AND

TECHNICAL AND VOCATIONAL COLLEGES

UNDERTAKEN DURING THE 2023/24 FY

BY

**THE TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING
AUTHORITY**

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ABBREVIATIONS

BETA	Bottom-up Economic Transformation Agenda
CBET	Competency Based Education and Training
IQA	Internal Quality Assurance
NP	National Polytechnic
QA	Quality Audit
TVC	Technical and Vocational Colleges
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority
VTC	Vocational Training Centres

EXECUTIVE SUMMARY

The Technical and Vocational Education and Training Act CAP 210A gives the Technical and Vocational Education and Training Authority (TVETA) the mandate to assure quality and relevance in programmes of Technical and Vocational Education and Training (TVET) training in Kenya. In line with this, TVETA undertakes regular quality audits in TVET institutions to ensure that the institutions adhere to the set standards. The quality and standards of training offered by a TVET providers is objectively measured through a Quality Audit Tool that covers seven key standard quality indicators namely: Leadership Management and Governance; Physical Resources; Human Resource; Training Delivery; Programmes Evaluation; Trainee Support; and Innovation, Research and Cooperation.

During the FY 2023/2024, TVETA carried out quality audits in 416 TVET institutions drawn from 30 counties and distributed in the following categories: Two (2) National Polytechnics, 54 Public Technical and Vocational Colleges, 111 Private Technical and Vocational Colleges and 249 Vocational Training Centres.

The standard quality indicators were graded using a criterion which rated the performance of the institutions regarding each standard and thereafter the overall mean performance computed. The overall mean performance of the audited National Polytechnics, Public Technical and Vocational Colleges (TVCs) and Private TVCs was 72%, 61% and 51% respectively. Taita Taveta National Polytechnic and Mawego National Polytechnic were quality audited during the financial year and managed an overall weighted mean performance of 75% and 69% respectively. Sixty (60) out of the 111-quality audited Private TVCs scored 50% and above while 11 institutions were non-compliant, having scored 30% and below. Thirty-five (35) out of 54 public TVCs audited scored 50% and above with only one scoring below 30%. The audit established a much better performance in Public TVCs compared to their private counterparts in six of the audit criteria.

Both the public and private TVCs performed relatively better in physical resources and training delivery criteria. However, Human Resources and Innovation, Research & Cooperation were the least performed criteria. Some public TVCs which have been well resourced by the government with modern tools and equipment still had some of their equipment lying idle. In some cases, the equipment was broken down with no solution to acquire spare parts.

CHAPTER ONE

1.1 Background Information

Globally, TVET is recognized as vital in addressing skills mismatches and unemployment by equipping individuals with industry-relevant skills, especially in sectors like technology, renewable energy, and healthcare. International organizations such as the ILO, UNESCO, and the World Bank emphasize improving TVET's quality and accessibility, with UNESCO's TVET Strategy (2022–2029) setting a clear global agenda.

In Africa, TVET is crucial for tackling youth unemployment and supporting economic diversification. As Sub-Saharan Africa transitions from resource-based to diversified economies, TVET programs are key to preparing a skilled workforce for sectors like manufacturing, agriculture, and ICT. The African Union's CESA (2016–2025) positions TVET as central to human capital development and improving employability.

Kenya's development blueprint, Vision 2030, highlights TVET as fundamental to creating a globally competitive workforce in sectors such as manufacturing, ICT, and healthcare. Bottom-up Economic Transformation Agenda (BETA) further emphasizes TVET's role in driving inclusive growth by enhancing productivity in key sectors such as agriculture, healthcare, digital economy, and micro, small and medium enterprises (MSMEs).

A transformative shift in Kenya's TVET sector is the introduction of Competency-Based Education and Training (CBET), which focuses on practical, job-ready skills aligned with industry needs. The mandatory rollout of CBET programs in September 2023 aims to address youth unemployment by ensuring graduates acquire industry-aligned, practical skills for dynamic labour markets.

Given these reforms, quality audits are essential to ensure TVET programs align with CBET principles, assess institutional capacity, and maintain compliance with the TVET Act CAP 210A. These audits evaluate curriculum relevance, instructor preparedness, and infrastructure adequacy, while fostering strong industry partnerships. They provide critical feedback to enhance quality training, promote employability, and ensure TVET institutions remain responsive to both national and global labour market demands.

Quality audits thus play a pivotal role in shaping Kenya's industrialization and socio-economic development, driving policy formulation, resource allocation, and the continuous improvement of TVET standards.

The Technical and Vocational Education and Training Authority (TVETA), established under the TVET Act CAP 210A, is a state agency responsible for regulating and coordinating technical training in the country. Its key functions include accrediting programs, institutions, and trainers, while ensuring compliance with standards through regular monitoring and evaluation.

1.2 Vision and Mission of TVET Authority

Vision: To deliver a competent workforce for sustainable development.

Mission: To develop a TVET system that meets national needs and aspirations.

1.3 TVET ACT CAP 210A and Quality Assurance

The following Sections of the Act highlight the Authority's mandate and lays emphasis on Quality Assurance of TVET. The Authority shall:

- i) Section 7 (a) regulate and coordinate training;
- ii) Section 7 (c) advise and make recommendations to the Cabinet Secretary on all matters related to training;
- iii) Section 7 (j) collect, examine and publish information relating to training;
- iv) Section 7 (m) assure quality and relevance in programmes of training;
- v) Section 7 (n) liaise with the National and County Governments and with the public and the private sector on matters relating to training;
- vi) Section 7 (o) undertake, or cause to be undertaken, regular monitoring, evaluation and inspection of training and institutions to ensure compliance with set standards and guidelines;
- vii) Section 7 (q) ensure the maintenance of standards, quality and relevance in all aspects of training, including training by or through open, distance and electronic learning;
- viii) Section 31(1a) establish standards and bench- marks for training;
- ix) Section 31(1c) ensure the maintenance of standards, quality and relevance in all aspects of training within the National training system;

- x) Section 33(3) establish mechanisms for monitoring and evaluating services and programmes to ensure and assure standards, quality and relevance in the provision of programmes and management of institutions on a continuous basis;
- xi) Section 33(4); conduct periodic evaluation of each institution for the purpose of assessing and evaluating on a regular basis the quality of training by each institution.

1.4 TVET Quality Assurance

Quality assurance in TVET is a complex system and process and not a one-off procedure. According to the Authority's Quality Management System (QMS) manual, the quality of TVET is the compliance with mandatory standards set by the Authority, labour market and other TVET regulatory bodies. Quality TVET relates to a TVET system that leads to the achievement of the Expected Learning Outcomes (ELO) and competences which fulfil the expectations of trainees, apprentices, families, employers, community and the nation.

1.5 Purpose of Institutional Quality Audit

Quality Audit (QA) provides an opportunity to assess compliance with the set standards and quality of TVET training in the country. The aim of QA is to confirm that institution's processes and procedures remain compliant with the set standards, regulations and labor market expectations. During and after the quality audit exercise, provisional, detailed and comprehensive feedback reports are made available to institutions for noting and taking appropriate corrective actions in cases of non-compliance. Specifically, the QA exercise provides stakeholders with the opportunity to:

- i) Gain further understanding of management, trainers and support staff jobs and tasks through interaction with the community within the institution;
- ii) Monitor compliance with set standards;
- iii) Listen to the concerns of the institutional stakeholders;
- iv) Identify existing and potential challenges;
- v) Determine the underlying causes of the existing challenges;
- vi) Recommend corrective action in cases of non-compliance;
- vii) Confirm that training offered by institutions is valid and relevant to the market needs;
- viii) Confirm that trainers, assessors and other QA related personnel are qualified and familiar with workplace practices; and

- ix) Ensure that facilities and technologies used reflect industry requirements and change with technology.

1.6 Scope of Quality Audit in FY 2023/2024

In pursuit of the above mandate, the Authority in the 2023/2024 Financial Year visited and audited 416 institutions spread across 30 counties. The quality audited institutions were distributed in the following categories:

- i) Two (2) National Polytechnics;
- ii) Fifty-four (54) Public Technical and Vocational Colleges;
- iii) One hundred and eleven (111) Private Technical and Vocational Colleges; and
- iv) Two hundred and forty-nine (249) Vocational Training Centres.

To ensure objectivity in measurements of quality and standards of training offered by TVET providers, the Authority uses a Quality Audit Tool (QAT) covering seven key Standard Indicators as listed below:

- i) Leadership, management and governance
- ii) Physical resources
- iii) Human resource
- iv) Training delivery
- v) Programme evaluation
- vi) Trainee support
- vii) Innovation, research and cooperation.

1.7 Methodology of the Audit

As earlier indicated, the QA covered 416 institutions spread across 30 counties. The institutions were purposively sampled from accredited institutions register which constituted the sampling frame. The institutions were further categorized into National polytechnics, public and private technical vocational colleges, and public and private vocational training centres. The sampling criteria was that the institutions ought to be registered and not Quality Audited within the last two years.

The QA was carried out by panels of 3 to 4 members. At the beginning of the QA, each panel held a pre-audit meeting with the respective institution's administration to have a common understanding on the process, Quality Audit Tool and the nature of the evidence to be provided.

The panel used **Observation, Discussion and Document analysis (ODD)** to obtain the required information as the process is purely evidence based. At the end of the exercise, the panels held exit meetings to validate the findings and deliver the provisional report.

Grading was done using a six-point rating scale ranging from 0% to 100% to rate compliance levels, see table 1 below. The overall standard criteria score was computed alongside the individual criterion score.

Table 1: Six-point rating scale

0 - 30 non-Compliant; **31 - 45** Below Average; **46 - 55** Average **56 - 65** Above Average; **66 - 75** Good; **76 - 100** Excellent.

To determine the weighted mean score for each institution, each criterion was weighted as displayed on table 2 below.

Table 2: Institutions' overall score weighting criteria

Leadership, Management & Governance	Physical Resources	Human Resource	Training Delivery	Programme Evaluation	Trainee Support	Innovation, Research and Cooperation
10%	30%	15%	15%	15%	5%	10%

From table 1.2 physical resources had the highest weighting at 30% of the overall score while trainee support was given the least weight of 5% of the overall score.

CHAPTER TWO

2.1: Components of the Quality Standards

In the quality audit exercise, the Authority used seven measurement criteria which were adopted from the TVET Quality Management System and Assurance Manual. Technical & Vocational Colleges were assessed using a wider scope under each criterion compared to Vocational Training Centres which had a narrower scope. This was necessary to ensure objectivity in evaluating the quality of training by considering the differences in capacity and resources available for the different categories of institutions.

2.2. Technical and Vocational Colleges

i) Leadership, Management and Governance

This criterion examined the quality of governance and management of an institution. In particular, the audit sought to establish whether the institution had functional strategic plan with clear objectives and aspirations, validity and functionality of Council/BOG, qualification and effectiveness of top management, functionality of the organization structure, existence and effectiveness of internal quality system as well as existence and use of administrative and legal documents among others.

ii) Physical Resources

This criterion emphasized the availability, adequacy, and suitability of the institution's infrastructure including offices, workshops, theory rooms, sanitation facilities as well as training tools and equipment. It further examined the existence of safety measures, utilities and hygiene conditions of institutions among other elements of the criterion.

iii) Human Resource

The human resource criterion examined qualifications, adequacy and composition of training and administrative staff. It also examined the availability and application of scheme of service, human resource policy and procedures, job descriptions, staff capacity building plans and motivation programmes for staff of TVET institutions.

iv) Training Delivery

Under this criterion, the effectiveness of curriculum delivery and supervision, adequacy of learning materials, training methodologies applied, trainers' preparation among other areas related to training delivery were examined.

v) Programme Evaluation

This criterion examined actual programmes offered and trainees' enrolment on the licensed courses and approved enrolment. It also sought to establish the enrolment in the TVCs at each level (Diploma, Craft and Artisan) and as per STEM versus business and social sciences.

vi) Trainee support

The criterion examined the appropriateness of the trainee information management system, procedures of admission, availability of the code of conduct, participation of students in institutional affairs, availability of support systems on scholarships and network for job opportunities among others. It also sought to establish the availability and quality of accommodation facilities in institutions.

vii) Innovation, Research and Cooperation

This criterion sought to establish the extent to which the institution had inculcated innovation in its operations and operationalized research. It also sought to establish whether institutions had established partnerships, linkages and collaboration with the industry and put in place corporate social responsibility programmes with the community surrounding them. In addition, the criterion also examined whether institutions had established production units, the institutions' integration of entrepreneurship into training as well as their involvement in environmental conservation.

CHAPTER THREE

3.1 Findings of the Quality Audit

This Chapter discusses the findings of the quality audit exercise for the National Polytechnics, Public Technical and Vocational Colleges, Private Technical and Vocational Colleges and Vocational Training Centres. Under each category of institution, the strengths and areas of improvement are highlighted, and recommendations made in respect to the seven criteria used during the quality audit.

3.2 National Polytechnics and Public Technical and Vocational Colleges (TVCS)

In the 2023/2024 financial year, the Authority conducted Quality audit in two National Polytechnics, and 54 Public Technical and Vocational Colleges spread in 21 counties, namely: Embu (2), Homabay (4), Isiolo (1), Kericho (5), Kilifi (2), Kisii (3), Kitui (3), Kwale (2), Laikipia (1), Makueni (2), Marsabit (1), Migori (5), Nairobi (2), Narok (4), Nyamira (2), Nyeri (7), Samburu (1), Taita Taveta (1), Tana River (2), Turkana (3) and West Pokot (1), (*see appendix II below*). Fifty-one of these institutions are domiciled in the Ministry of Education, State Department of Technical, Vocational Education and Training while three were from various line Ministries. Two National Polytechnics were audited during the financial year. The overall weighted mean performance in the seven quality audit criteria was 72%. In the Public TVC category, the best performing Public TVC scored an overall weighted mean performance score of 82%, while the least scored an overall weighted mean performance score of 27%. The overall weighted mean score among the public TVCs was 61% (see Table 3 below). The audited Public TVCs performed much better in Physical resources and Leadership, Governance & Management criteria where they scored a mean of 76% and 75% respectively. The least performed quality audit criteria were Innovation Research & Cooperation and Human Resources with an average overall score of 44% and 41% respectively.

Table 3: National Polytechnics (NPs) and Public TVCs overall performance analysis in percentage (%)

Category		Leadership, Management & Governance	Physical Resources	Human Resource	Training Delivery	Programme Evaluation	Trainee Support	Innovation, Research & Cooperation	Overall Weighted Performance
National Polytechnics	Highest Score	98%	91%	41%	74%	60%	95%	81%	75%
	Lowest score	79%	90%	21%	62%	60%	86%	78%	69%
	Mean Score	89%	91%	31%	68%	60%	91%	80%	72%
Public TVCs	Highest Score	98%	91%	31%	68%	60%	91%	80%	72%
	Lowest score	31%	44%	15%	10%	0%	9%	4%	27%
	Mean Score	75%	76%	41%	68%	46%	55%	44%	61%

3.3 Findings and Recommendations per Criteria

3.3.1 Leadership, Management and Governance

This criterion examined areas discussed in Chapter two section 2.2 (i) above. The mean performance score for public TVCs was 75%, an improvement from 72% of the previous year. The scores ranged from a maximum of 98% to a minimum of 31% with 37 public TVCs scoring above 70% in this audit criterion.

Strengths

- i) Sixty four percent (64%) of the institutions were found to have valid registration certificates.
- ii) Seventy two percent (72%) of the institutions had developed strategic plans to guide them on future expansion plans and continual improvement out of which, 64% were implementing them.
- iii) Valid Boards of Governors constituted as per the TVET Act Cap 210A were available in 87% of the institutions to provide strategic leadership and oversight of the institutions.
- iv) Eighty-eight percent (88%) of the Boards of Governors (BOGs) across the institutions were active and consistently convened regular meetings.
- v) Sixty four percent of the institutions had institutionalized internal quality assurance systems by constituting the Internal Quality Assurance (IQA) committees.
- vi) Eighty one percent of the audited institutions had acquired land ownership documents.
- vii) Regarding financial audit reports, 66% of the institutions had been audited by the officers from the Auditor General's office and reports provided.

Areas of improvement

- i) Only 50% of the institutions had acquired valid public health inspection reports.
- ii) Thirty five percent (35%) of the institutions operated without valid registration status, which was a serious noncompliance.
- iii) Twenty-eight percent of the institutions had not developed strategic plans to guide on both the short and medium-term expansion and improvements.
- iv) Since institutionalization of internal quality assurance is a regulatory requirement, it was found that 35 % of the institutions had not complied with the requirement.
- v) Eighteen percent of the institutions did not have land titles or any other document to show land ownership.

- vi) Thirteen percent (13%) of the public TVCs were operating without valid BOG which is a violation of public finance management that requires budgets, procurement plans, and expenditure be approved by the BOG.
- vii) Most TVET institutions failed to remit the legally required Quality Assurance Fee, thereby undermining regulatory quality and compliance standards.

Recommendations

The management of the institutions were advised to;

- i) Ensure they are inspected for compliance with public health requirements annually and implement the recommendations in the reports in accordance with the Public Health Act CAP 242.
- ii) Maintain a valid registration status by renewing their registration certificates whenever they expire.
- iii) Develop a strategic plan to guide short and medium-term expansion and improvements and monitor its implementation.
- iv) Institutionalize internal quality assurance by constituting the IQA committees and making sure the committees have a clear work plan every year.
- v) Fast-track acquisition of Land ownership documents which should include title deeds or allotment letters.
- vi) Ensure that BOGs whose membership expire are promptly replaced as per the TVET Act CAP 210A.
- vii) TVET institutions must prioritize compliance by promptly remitting the Quality Assurance Fee as required by law.

3.3.2 Physical Resources

This criterion examined the availability, adequacy and relevance of the physical resources as discussed in Chapter two section 2.2 (ii) above. The mean score for physical facilities was 76% (excellent) with the least performing institution scoring 44% (below average) and the highest performing institution scoring 97% (excellent). This performance in physical facilities was the best among the seven criteria with 47 public TVC scoring above 50%.

Strengths

- i) Training facilities, tools and equipment were well maintained in 81% of the public TVCs.
- ii) Sixty eight percent (68%) of the institutions had accessible sanitary facilities for persons with disabilities (PWDs).

Areas of improvement

- i) Only 42% of the audited institutions had sufficient training facilities, tools, and equipment for the programmes offered.
- ii) Less than 17% of the institutions audited had put in place comprehensive safety measures, including emergency protocols, safety training, the use personal protective equipment, and properly organized workshops aimed at reducing hazards and ensuring a safe learning environment.
- iii) Only 38% of the public TVCs had established functional libraries.

Recommendations

The management of the institutions were advised to;

- i) Ensure that all training programmes that require practice have well-equipped workshops and laboratories as per curriculum requirements.
- ii) Implement comprehensive safety measures, which would involve emergency procedures, safety training, use of personal protective equipment, and well-organized workshops designed to minimize hazards and create a safe learning environment.
- iii) Provide library services that include relevant textbooks and electronic resources, allowing both trainers and trainees to access educational reference materials for their personal studies and research.

3.3.3 Human Resource

This criterion examined areas discussed in Chapter two section 2.2 (iii) above. The average performance score in this audit criterion for the public TVCs was 41% with a minimum of 15% and a maximum of 88%. Seventeen public TVCs scored 50% and above while 19 were non-compliant with scores below 30%.

Strengths

- i) Seventy-seven percent of institutions had a performance appraisal system for trainers.
- ii) The scheme of service had been developed in 67% of the institutions.
- iii) Sixty-nine percent of the institutions were compliant with the recommended workload for trainers.
- iv) Job descriptions for staff were available in 81% of the institutions audited.

Areas of improvement

- i) Out of 1815 trainers in all the TVCs audited, 88% had not been licensed by TVET Authority.
- ii) Twenty-three percent of the institutions did not appraise the performance of their support staff.
- iii) Sixty percent of the institutions did not have capacity development plans for their staff.
- iv) Four percent of the total trainers in the quality audited institutions had lower than craft qualifications.

Recommendations

The management of the institutions were advised to;

- i) Ensure trainers apply for registration with the Authority in accordance with the requirements of the TVET Act, CAP 210A.
- ii) Put in place staff performance appraisal systems for the support staff/BOG employed trainers.
- iii) Develop and implement capacity-building plans for trainers and support staff.
- iv) Engage qualified trainers for all the programmes in accordance with the Trainer's Qualification Framework.

3.3.4 Training Delivery

This criterion examined areas discussed in chapter two section 2.2 (iv) above. The performance for the public TVCs ranged from a minimum of 10% to a maximum of 98% with a mean score of 68% making it the third best performed criterion among the seven quality audit areas.

Strengths

- i) Eighty-nine (89%) of the institutions audited had developed a teaching timetable that was trainee friendly and reflected curriculum requirements.
- ii) Trainee and trainer class attendance monitoring records were available in 78% of the institutions audited.
- iii) Updated professional documents were being maintained by trainers in 70% of the public TVCs audited.
- iv) Mechanism for setting and moderation of internal assessments was evident in 69% of public TVCs audited.
- v) Eighty- one (81%) of the institutions maintained a record of analysed assessment results.
- vi) Seventy- four (74%) of the institutions audited had developed examination and industrial attachment policies to guide on institutional assessment and industrial attachment respectively.
- vii) Eighty seven percent of the public TVCs implemented supervised industrial attachment while 80% facilitated trainees with group insurance covers.

Areas of improvement

- i) Fifty-one (51%) of the courses mounted by the institutions had not been licensed.
- ii) There was no verification mechanism for assessments results in 54% of the public TVCs audited.

Recommendations

The management of the institutions were advised to;

- i) To ensure that they apply urgently for licensing of additional courses where applicable through the TVETA MIS (<https://mis.tveta.go.ke/>)
- ii) Establish a mechanism for setting and moderation of internal assessments, verification of assessment results and maintain updated records.

3.3.5 Programme Evaluation

This criterion examined areas discussed in Chapter two section 2.2 (v) above. In this criterion, the average score was 46% with 10 institutions scoring 80% and above with Kenya Police college Kiganjo Scoring 100%. Twelve institutions were non-compliant in this audit criterion having scored 20% and below among which four institutions scored 0%.

Strengths.

- i) Seventy-six percent of the courses offered across all 54 TVCs were technical.
- ii) The trainees gender balance ratio was within the one-third gender rule across all the 54 public TVCs audited.
- iii) Ninety-six percent of all the trainers in the 54 TVCs audited were qualified to train in their areas of specialization.
- iv) Seventy one Percent of the programmes on offer in all the 54 public TVCs audited were craft and above level.

Areas of improvement

- i) Four percent of the trainers in the 54 public TVCs were not qualified to train in their areas of specialization.

Recommendations

Institutions were advised to ensure they engage trainers with a qualification higher than the level they are training in and a minimum of craft certificate qualification.

3.3.6 Trainee support

This criterion looked at mechanisms put in place by institutions on how they supported trainees as discussed in Chapter two section 2.2 (vi) above. The performance of Public TVCs audited ranged from a low of 9% (non-compliant) to a high score of 100% (excellent) with a mean performance of 55%, which was rated as average.

Strengths

- i) Documented and operational code of conduct was available in 96% of Public TVCs.
- ii) Specific trainers were assigned responsibility for trainee welfare matters in 81% of TVCs.
- iii) Democratic channels for trainee representation were available in 80% of institutions.

Areas of improvement

- i) Discipline procedures to guide trainee conduct were not established in 48% of the audited public TVCs.
- ii) Guidance and counselling services were not established in 30% of the institutions.
- iii) Guidance and counselling records were not maintained in 43% of the public TVCs.
- iv) Career guidance services/orientation had not been provided in 37% of the institutions.

- v) Half of the audited TVCs had not established alumni database.

Recommendations

The management of the institutions were advised to;

- i) Develop discipline procedures to guide the conduct of trainees.
- ii) Provide guidance and counselling units.
- iii) Maintain guidance and counselling records.
- iv) Provide career guidance services/orientation.
- v) Establish alumni database and engage alumni for trainee support.

3.3.7 Innovation Research and Cooperation

This criterion examined areas discussed in Chapter two section 2.2 (vii) above. The performance of the audited public TVCs varied significantly, ranging from 4% to 96%. The average score for this criterion stood at 44%, marking it as the second lowest among the seven audit criteria. Kimasian TVC led with an impressive 96%. While five institutions achieved excellent performance, eight scored below average and 18 institutions were found to be non-compliant having registered scores below 30%.

Strengths

- i) A total of 31 out of 55 institutions, representing 56%, had initiated innovation efforts.
- ii) Mechanisms for obtaining feedback from the industry or labour market were present in 44 (80%) of the total audited institutions.
- iii) Partnerships through Memoranda of Understanding (MoUs) were established by 32 institutions, which is 58% of the total number audited.
- iv) Greening and resource conservation efforts, such as tree planting, water harvesting, biogas, and renewable energy initiatives, were adopted by 43 (78%) of the institutions.
- v) Activities and plans to respond to community needs were present in 28 out of 54 institutions, comprising 51% of the total.

Areas of improvement

- i) Open days were organized by only 19 out of 55 institutions, representing 35% of the total.
- ii) A mere 16 institutions, accounting for 29%, had planned research activities.

- iii) Systems for disseminating research findings, such as through journals, conferences, and symposiums, were in place in only 12 institutions, which was 22% of the total audited.
- iv) Customer satisfaction and employee satisfaction surveys were conducted by just 12 or 22% of the institutions.
- v) Industrial or field visits were undertaken by 25 institutions, representing 45%.
- vi) Production units were established by 27 out of 55 institutions, accounting for 49% of the total that were quality audited.
- vii) Trainees participated in production units in only 25 institutions, which is 45% of the total number audited.

Recommendations

The management of the institutions were advised to;

- i) Develop a structured plan to hold open days that showcase innovations, research projects, and community engagement efforts.
- ii) Prioritize forming research committees to formulate and implement research plans.
- iii) Create a robust framework for disseminating research findings, including the development of online platforms and newsletters.
- iv) Implement regular surveys to gather valuable feedback and insights that inform management decision.
- v) Establish partnerships with industry stakeholders to arrange regular industrial and field visits for students.
- vi) Invest in the development and promotion of production units to engage students in real operational aspects.
- vii) Develop structured programs that integrate production activities with the curriculum.

3.4 Private Technical and Vocational Colleges

In the 2023/2024 financial year, the Authority conducted Quality audit in 111 private Technical and Vocational Colleges spread in 25 Counties namely: Bomet (2), Homabay (2), Kilifi (5), Kisii (3), Kisumu (3), Kwale (4), Laikipia (3), Makueni (4), Marsabit (1), Migori (8), Mombasa (4), Narok (3), Nyamira (2), Nyeri (3), Taita Taveta (2), Transzoia (2), Turkana (10), Uasin Gishu (4), Embu (8), Kericho (6), Kitui (10), Narok (3), , Nakuru Nairobi (7) (13), Samburu (2).

The overall average score among the private TVCs was 51% (see Table 4 below). The audited institutions performed much better in Training delivery and Physical resources criteria where they scored a mean 64% and 63% respectively. The least performed quality audit criteria were Innovation Research & Cooperation and Trainee Support with an average overall score of 24% and 41% respectively.

Table 4: Private TVCs Overall Performance Analysis in percentages (%)

	Leadership, Management & Governance	Physical Resources	Human Resource	Training Delivery	Programme evaluation	Trainee Support	Innovation, Research and Cooperation	Overall weighted %tage performance
Average	54%	63%	35%	64%	53%	41%	24%	51%
Maximum	90%	100%	78%	100%	100%	86%	93%	86%
Minimum	0%	23%	0%	7%	0%	0%	0%	13%

3.4.1 Leadership, Governance and Management

This criterion examined areas discussed in Chapter two section 2.2 (i) above. The average compliance level for this criterion was 54%, with the highest score being 90% and the lowest score being 0%.

Strengths

The quality audit identified the following strengths:

- i) All the audited TVCs had valid land ownership documents including title deeds or lease agreements.
- ii) Fifty- seven percent of the institutions had developed strategic plans and were in the process of implementing them.
- iii) The Boards of Governors in 76% of the audited institutions were valid with 58% meeting regularly in accordance with the TVET Act CAP 210A.
- iv) Sixty-seven percent of the audited institutions had valid registration certificates.

Areas of improvement

- i) Internal quality assurance system had not been operationalized in 69% of the institutions.

- ii) Sixty-four percent of the institutions were not compliant in use of the recommended financial management records for ease of accountability
- iii) Sixty percent of the audited private TVCs did not have valid public health inspection reports.
- iv) Most of the audited private TVCs did not remit the annual Quality Assurance fees to the Authority as required by law.

Recommendations

The management of the institutions were advised to;

- i) Establish internal quality assurance activities in line with the requirements of the Kenya TVET Quality Assurance Framework.
- ii) Prepare annual financial budget, engage auditors to audit the financial records and implement the recommendations of the audited financial reports.
- iii) Ensure institutions are inspected by public health office annually and implement recommendations in the reports in accordance with Public Health Act (Cap. 242).
- iv) File the annual returns to TVETA and remit the required quality assurance fees.

3.4.2 Physical Resources

This criterion examined the areas discussed in Chapter two section 2.2 (ii) above. The overall compliance level under this criterion for the 111 audited private TVCs was 63%. This score was the second best among the 7 audit criteria. The performance spectrum ranged widely from an impressive 100% to a low of 23%. Notably, 31 institutions representing 28% scored excellently above the 75% benchmark, while only five institutions representing 5% were found to be non-compliant on this criterion having scored less than 31%.

Strengths

- i) There were adequate training facilities including workshops, laboratories, tools and equipment in 58 % of the audited private TVCs.
- ii) The physical facilities were maintained in good condition in 76% of the audited private TVCs.

Areas of improvement

- i) Only 23% of the private TVCs audited, had put in place adequate safety measures in the offices, classrooms, workshops, laboratories and within the compound.

- ii) Only 9 of the audited private TVCs had provided sanitation facilities friendly for use by Persons with Disability (PWDs).
- iii) Only 49 of the audited Private TVCs had provided library services.

Recommendations

The Institutions were advised to:

- i) Provide a variety of serviced firefighting equipment, develop and implement comprehensive safety plans as provided for by the Occupational Safety and Health Act (OSHA), 2007.
- ii) Reserve a few sanitation facilities friendly for use by Persons with disability (PWDs) in compliance with the requirements for accessibility of facilities to PWDs.
- iii) Establish library facilities with adequate reference materials relevant to the programmes offered, reserve reading spaces adequate for at least 10% of the enrolled student population, engage qualified library staff and subscribe for electronic resources.

3.4.3 Human Resource

This criterion examined areas discussed in Chapter two section 2.2 (iii) above. The overall compliance level under this criterion for the 111 audited private TVCs was 35%. The performance of the institutions ranged from a low of 0% to a high of 78%.

Strengths

- i) Sixty-three percent of the audited institutions allocated less than 28 hours per trainer which was sufficient workload.
- ii) Fifty-five percent of the audited private TVCs provided clear job descriptions to their trainers.

Areas of improvement

- i) Only 19% of the institutions audited undertook capacity building for their trainers.
- ii) Career progression guidelines were in place in only 17% of the audited private TVCs.
- iii) Trainers were being appraised regularly in only 41 % of the audited private TVCs.
- iv) Only 73 out of the 1089 representing 6% of the trainers engaged by the audited private TVCs had been licensed by the Authority.

Recommendations

The institutions were advised to:

- i) Prioritize allocating resources for regular capacity-building programs to enhance the skills and competencies of their trainers.
- ii) Develop and implement a comprehensive career progression guideline to provide clear career pathways and professional development opportunities for trainers.
- iii) Establish a systematic appraisal process to regularly assess trainer performance and provide constructive feedback for continuous improvement.
- iv) Encourage and facilitate the licensing of trainers with TVET authority to ensure compliance with the TVET Act CAP 210A.

3.4.4 Training Delivery

This criterion examined the areas discussed in Chapter Two section 2.2 (iv) above. The performance for the private TVCs ranged from a low of 7% to a high of 100% with a mean score of 64%.

Strengths

- i) Ninety-four percent (94%) of the institutions had displayed a timetable to guide training delivery.
- ii) Eighty percent (80%) of the institutions audited had developed a teaching timetable that was trainee friendly and reflected curriculum requirements.
- iii) Trainee and trainer class attendance monitoring records were available in 73% of the institutions audited.
- iv) Fifty-seven percent (57%) of the Institutions maintained a record of analysis of assessment results.
- v) Sixty-nine percent (69%) of the Private TVCs implemented Supervised Industrial attachment.

Areas of improvement

From the quality audit, the following Areas of improvement were identified:

- i) Trainers did not maintain record of updated trainer professional documents required for effective training in the 46% of the Private TVCs audited.
- ii) Forty-five percent (45%) of the courses mounted by the institutions were not licensed by TVETA.

- iii) There was no evidence for a mechanism for setting and moderation of assessments in 63% of Private TVCs audited.
- iv) A half of the institutions audited had not developed examination nor industrial attachment policies to guide on institutional assessment and industrial attachment respectively.
- v) There was no verification mechanism for assessments across 67% of the private TVCs audited.
- vi) Sixty-one percent (61%) of the institutions did not facilitate insurance policies for trainees during industrial attachment.

Recommendations

Institution Principals were advised to;

- i) Ensure all trainers maintain updated schemes of work and records of work in all trade areas they are training.
- ii) To ensure that they apply urgently for licensing of additional courses where applicable through the TVETA MIS (<https://mis.tveta.go.ke/>).
- iii) Develop and implement institutional assessment and industrial attachment policies
- iv) Formally appoint an Industrial Liaison Officer for each institution to spearhead implementation of the industrial attachment.
- v) Develop and implement academic/examination policy to guide curriculum delivery and assessment/examination processes.
- vi) Establish a mechanism for setting, moderation, and verification of assessments and maintaining updated records.
- vii) Ensure that all trainees proceeding for industrial attachment have insurance policy cover for the period of attachment.

3.4.5 Programme Evaluation

This criterion examined areas discussed in Chapter two section 2.2 (v) above. In this criterion, the average score was 53% with 35 institutions scoring 80% and above with 10 institutions scoring 100%. Twenty-seven institutions were non-compliant in this audit criterion having scored 20% and below among which nine institutions scored 0%.

Strengths

The quality audit identified the following strengths:

- i) Fifty-two percent of the courses offered across all 111 private TVCs audited were technical.
- ii) The trainees gender balance ratio was within the one-third gender rule across all the 111 private TVCs audited.
- iii) Seventy nine percent of all the trainers in the 111 private TVCs audited were qualified to train in their areas of specialization.
- iv) Seventy- nine Percent of the programmes on offer in all the 111 private TVCs audited were craft level and above.

Areas of improvement

This quality audit established the following weakness:

- i) Twenty-one percent of the trainers in the 111 private TVCs were not qualified to train in their areas of specialization.
- ii) Four private TVCs were found to be offering courses which were examined by unrecognized qualification awarding bodies

Recommendations

Institutions were advised to ensure that:

- i) They engage trainers with a qualification higher than the level they are training in and a minimum of craft certificate qualification.
- ii) All courses being offered are assessed by recognized qualification awarding bodies.

3.4.6 Trainee support

This criterion looked at mechanisms put in place by institutions on how they supported trainees as discussed in Chapter two section 2.2 (vi) above. The performance of Private TVCs audited ranged from a low of 0% to a high score of 86% with a mean performance of 41%, which was rated as below average.

Strengths

- i) Documented and operational code of conduct was available in 74% of private TVCs.
- ii) Disciplinary procedures to manage trainee conduct were established in 41% of the institutions.

- iii) Specific trainers were assigned responsibility for trainee welfare matters in 43% of the private TVCs.
- iv) Democratic channels for trainee representation were available in 58% of institutions.
- v) Guidance and counselling units were established in 48% of institutions.

Areas of improvement

- i) Discipline procedures to guide trainee conduct were not established in 59% of the audited private TVCs.
- ii) There was no designated staff in charge of trainee welfare service in 57% of the private TVCs.
- iii) Guidance and counselling services were not established in 52% of the institutions.
- iv) Guidance and counselling records were not maintained in 73% of the private TVCs.
- v) Career guidance services/orientation were not provided in 61% of the institutions
- vi) Fifty eight percent (58%) of the institutions had not established alumni database

Recommendations

Institutions were advised to;

- i) Develop discipline procedures to guide the conduct of trainees
- ii) Appoint staff to coordinate of trainee welfare activities.
- iii) Establish and operationalize guidance and counselling services.
- iv) Maintain guidance and counselling records.
- v) Provide career guidance services/orientation.
- vi) Establish alumni database and engage alumni for trainee support

3.4.7 Innovation, Research and Cooperation

This criterion examined areas discussed in chapter two section 2.2 (vii) above. The performance ranged between a high of 93% to a low of 0%. The average score under this criterion was 24% and was the least among the seven audit criteria. Three institutions scored excellently, having scored above 76%. However, 78 private TVCs, representing 70% of the total quality audited private TVCs, were non-compliant having scored 30% and below with 9 out of these scoring 0%.

Strengths

- i) Among the 122 private TVCs, 44 had developed mechanisms of obtaining feedback on their trainees from the industry and labour market.

Areas of improvement

- i) Among the private TVCs, 91% had not initiated innovation and 94% had not developed a plan of research activities.
- ii) Eighty-seven percent of the institutions had not organized open days.
- iii) Seventy-six percent of the institutions had not initiated resource conservation activities or tree planting as part of the National Tree Growing Restoration Campaign.
- iv) Seventy-eight percent of the institutions had not initiated income-generating activities/production units.

Recommendations

The institutions were advised to;

- i) Establish research and innovation committees to spearhead innovation, research, and development.
- ii) Organize open days to showcase their innovations and engage with stakeholders.
- iii) Participate in resource conservation activities, including tree planting initiatives, water harvesting and other related efforts.
- iv) Explore and develop additional income-generating activities and production units and engage trainees.

CHAPTER FOUR: CONCLUSION

4.1 Conclusion

The Authority successfully managed to audit a total of 167 TVCs which comprised of 2 National polytechnics, 111 private and 54 public technical and vocational institutions during the 2023/24 FY.

Public TVCs demonstrated commendable performance in the areas of leadership, management and governance, physical resources, and training delivery. The notable scores in leadership, management and governance, as well as training delivery, may be attributed to capacity-building initiatives undertaken by TVET Authority and the State Department for Technical and Vocational Education and Training. The improved outcomes in physical resources reflect the government's sustained investment in workshops, tools, and equipment. Both the public and private TVCs continue to perform poorly on innovations, research and cooperation.

During the audit, it was established that some institutions had expired registration certificates, while at the same time some had not developed strategic plans as governance guiding documents. Further, a good number of the institutions had not institutionalized internal quality assurance systems. It is also worth mentioning that a few public institutions operated without land ownership documents while a few others operated without a valid Board of governors.

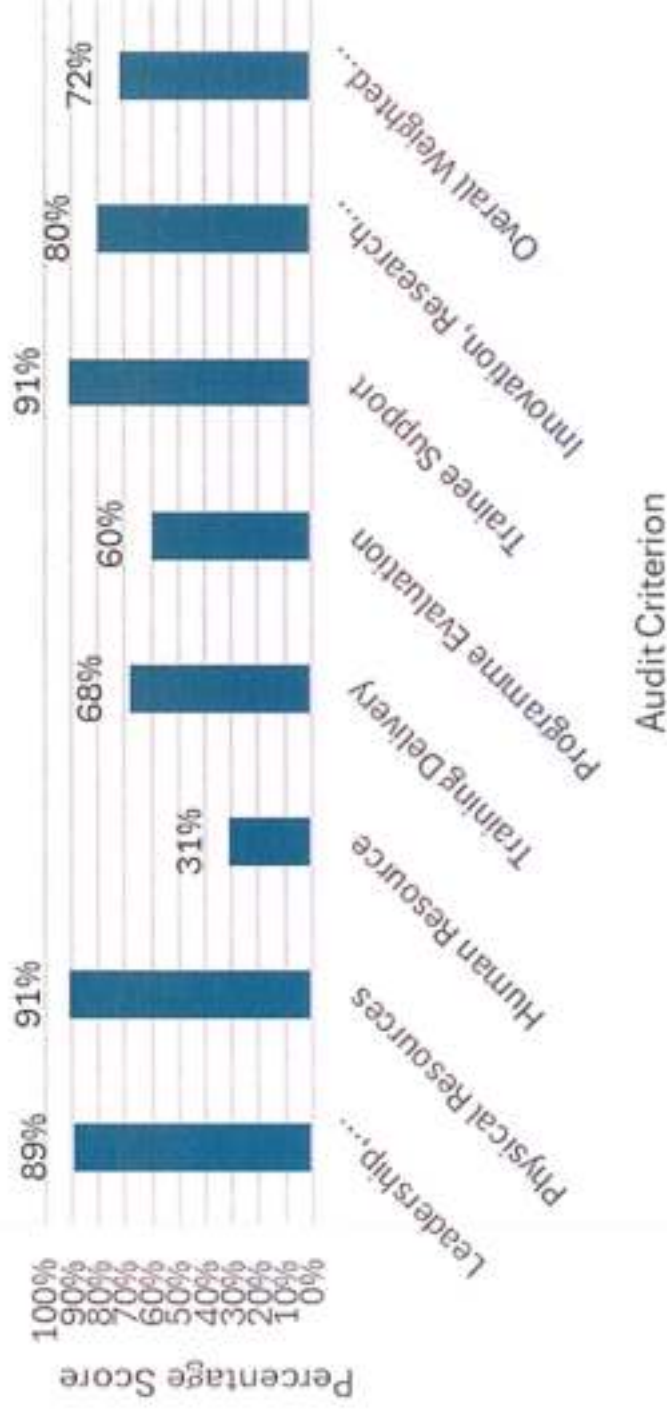
Both public and private institutions continue to employ trainers with no pedagogical skills. A good number of both public and private institutions had mounted programmes which had not been accredited by the Authority while others had admitted trainees beyond the approved capacity. Over-enrolment in some institutions continued to affect quality training as facilities were overstretched which compromises on the implementation of CBET curricula.

In view of the findings highlighted, the Authority advised the management of the various institutions to comply with the recommendations listed in their respective comprehensive reports for continuous improvement of quality training.

Appendix I: National Polytechnics Performance

Name of Institution	County	Leadership, Management & Governance	Physical Resources	Human Resource	Training Delivery	Programme Evaluation	Trainee Support	Innovation, Research and Cooperation	Overall Weighted %stage Performance
Mawego National Polytechnic	Homabay	79%	91%	21%	62%	60%	95%	78%	69%
Taita Taveta National Polytechnic	Taita Taveta	98%	90%	41%	74%	60%	86%	81%	75%
Average		89%	91%	31%	68%	60%	91%	80%	72%

National Polytechnics QA Performance-2023-2024FY



Appendix II: Public Technical and Vocational Colleges Performance

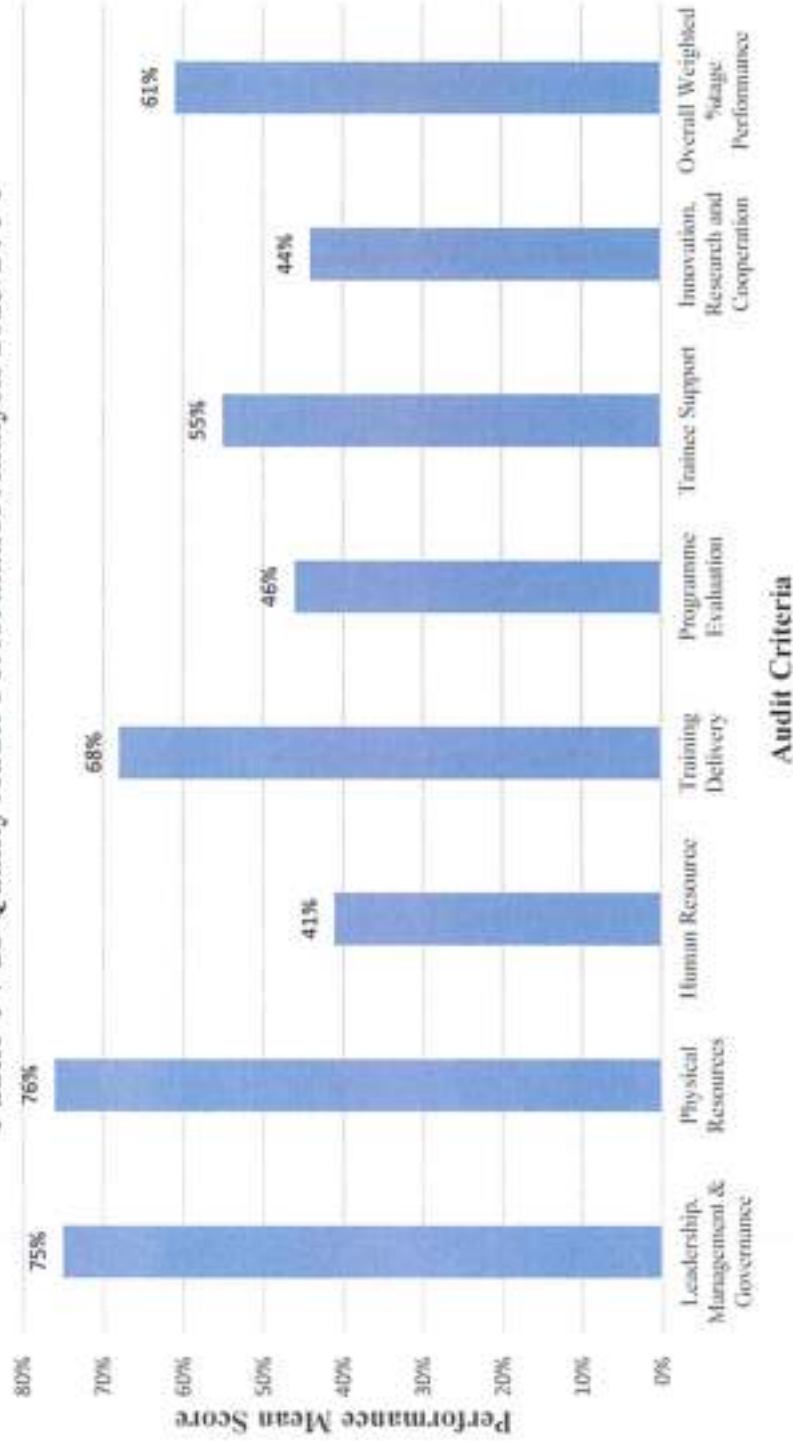
	Name of Institution	County	Leadership, Management & Governance	Physical Resources	Human Resource	Training Delivery	Programme Evaluation	Trainee Support	Innovation, Research and Cooperation	Overall Weighted %stage Performance
1.	Runyenjes TVC	Embu	93%	83%	26%	97%	80%	73%	70%	75%
2.	Bureti Technical Training Institute	Kericho	90%	80%	54%	98%	80%	45%	74%	81%
3.	Weru Technical and Vocational College	Kilifi	95%	87%	88%	80%	60%	63%	69%	80%
4.	Keroka Technical Training Institute	Kisii	61%	94%	50%	60%	40%	65%	52%	65%
5.	Orogare TVC	Kisii	49%	63%	44%	56%	20%	35%	17%	45%
6.	Riatirimba TVC	Kisii	54%	44%	25%	56%	0%	30%	41%	36%
7.	Ikutha TVC	Kitui	83%	81%	44%	69%	80%	60%	19%	66%
8.	Tseikuru TVC	Kitui	98%	75%	58%	61%	80%	68%	48%	70%
9.	Mulango TVC	Kitui	71%	71%	35%	64%	20%	68%	19%	52%
10.	Lungalunga TVC	Kwale	74%	76%	40%	82%	60%	33%	4%	59%
11.	Laikipia North TVC	Laikipia	55%	80%	25%	48%	40%	80%	48%	54%
12.	Mabera TVC	Migori	79%	97%	29%	76%	40%	50%	48%	66%
13.	Gitwebe Technical Training Institute	Nyamira	79%	49%	36%	83%	60%	32%	19%	53%
14.	Kenya Police College- Kiganjo	Nyeri	74%	81%	52%	96%	100%	100%	52%	79%

15.	Kenya School of Agriculture - Nyeri	Nyeri	31%	96%	40%	71%	80%	67%	59%	70%
16.	Kieni TVC	Nyeri	93%	90%	38%	76%	60%	93%	48%	72%
17.	Mathenge TVC	Nyeri	86%	84%	78%	69%	40%	68%	67%	71%
18.	Mathira TVC	Nyeri	93%	86%	34%	64%	0%	80%	41%	66%
19.	Mukurweini -TVC	Nyeri	95%	87%	41%	79%	40%	100%	59%	70%
20.	Tetu TTI	Nyeri	86%	89%	28%	95%	45%	87%	70%	72%
21.	Lodwar Technical and Vocational College	Turkana	79%	74%	26%	63%	60%	45%	26%	57%
22.	Loima Technical and Vocational College	Turkana	31%	50%	36%	16%	20%	9%	4%	27%
23.	Turkana North Technical and Vocational College	Turkana	57%	46%	33%	50%	40%	9%	15%	40%
24.	Kitelakapel TVC	West Pokot	78%	80%	63%	88%	80%	30%	14%	69%
25.	Manyatta TVC	Embu	67%	76%	36%	86%	60%	45%	48%	64%
26.	Omuga TVC	Homabay	90%	62%	29%	60%	40%	87%	41%	56%
27.	Rachuonyo TVC	Homabay	88%	80%	33%	51%	40%	41%	33%	57%
28.	Rangwe TVC	Homabay	76%	88%	15%	50%	40%	59%	26%	55%
29.	Sikri TVC for the Blind and Deaf	Homabay	64%	97%	29%	79%	60%	82%	78%	73%
30.	Merti TVC	Isiolo	66%	81%	19%	88%	40%	44%	17%	57%

31.	Kipsinende Technical Training Institute	Kericho	76%	49%	64%	80%	60%	41%	78%	63%
32.	Kimasian TVC	Kericho	93%	87%	57%	92%	80%	45%	96%	82%
33.	Belgut Technical Training Institute	Kericho	81%	48%	54%	97%	40%	45%	85%	62%
34.	Godoma Technical and Vocational College	Kilifi	85%	90%	63%	92%	40%	63%	59%	74%
35.	Kinango Technical and Vocational College	Kwale	83%	82%	20%	62%	40%	60%	52%	59%
36.	Makueni Agriculture Training Centre	Makueni	39%	87%	63%	0%	0%	30%	45%	45%
37.	Kibwezi West TVC	Makueni	86%	79%	61%	80%	41%	41%	26%	74%
38.	Laisamis TVC	Marsabit	60%	70%	26%	40%	0%	64%	48%	45%
39.	Kendege Technical and Vocational College	Migori	81%	78%	16%	34%	60%	67%	41%	55%
40.	Kakao Technical and Vocational College	Migori	86%	71%	20%	29%	40%	60%	41%	50%
41.	Siala Technical Training Institute	Migori	86%	92%	29%	67%	60%	86%	78%	72%
42.	Siruti Technical & Vocational College	Migori	86%	80%	28%	38%	40%	50%	67%	58%
43.	Kamukunji TVC	Nairobi	76%	90%	33%	90%	20%	60%	30%	62%
44.	Langata TVC	Nairobi	38%	45%	16%	63%	0%	53%	4%	32%
45.	Emurua Dikirr TVC	Narok	93%	64%	65%	88%	80%	36%	48%	70%

46.	Masaai Mara TVC	Narok	93%	77%	74%	96%	80%	50%	52%	77%
47.	Narok South TVC	Narok	76%	62%	61%	56%	60%	9%	11%	54%
48.	Narok West TVC	Narok	88%	73%	78%	96%	60%	64%	67%	75%
49.	Kitutu Masaba TVC	Nyamira	61%	86%	38%	72%	20%	30%	10%	54%
50.	Samburu TVC	Samburu	60%	81%	18%	47%	20%	73%	37%	50%
51.	Taveta Technical and Vocational College	Taita Taveta	74%	78%	35%	76%	40%	80%	41%	61%
52.	Fayya Technical and Vocational College	Tana River	55%	83%	33%	63%	60%	47%	11%	57%
53.	Tana River Technical and Vocational College	Tana River	60%	67%	22%	54%	40%	50%	22%	48%
54.	Kericho Township TVC	Kericho	74%	78%	36%	45%	20%	36%	74%	55%
		Average	75%	76%	41%	68%	46%	55%	44%	61%
		Maximum	98%	97%	88%	98%	100%	100%	96%	82%
		Minimum	31%	44%	15%	0%	0%	9%	4%	27%

Public TVCs Quality Audit Performance Analysis 2023/24 FY



Appendix III : Private Technical and Vocational Colleges' Performance

S. No.	Name of Institution	County	Leadership, Management & Governance	Physical Resources	Human Resource	Training Delivery	Programme Evaluation	Trainee Support	Innovation, Research and Cooperation	Overall Weighted %age Performance
1	Bomet College of Accountancy	Bomet	67%	64%	61%	68%	40%	27%	19%	54%
2	St. Clare's Kaplong School of Nursing	Bomet	90%	58%	78%	92%	80%	59%	22%	69%
3	Kendu Adventist School of Medical Sciences	Homa Bay	60%	79%	44%	85%	80%	50%	30%	50%
4	Profia Institute of Professionals	Homa Bay	31%	56%	38%	38%	20%	0%	7%	22%
5	Jusnet Business Institute	Kilifi	42%	63%	38%	28%	80%	31%	45%	51%
6	Kilifi College of Accountancy	Kilifi	72%	61%	44%	52%	20%	19%	34%	47%
7	Kilifi Saidia College	Kilifi	61%	72%	50%	56%	80%	38%	35%	61%
8	Malindi Institute of Business Studies	Kilifi	46%	59%	56%	56%	80%	38%	17%	55%
9	Elohim Business and Technical College	Kilifi	44%	37%	38%	52%	60%	31%	3%	40%
10	Philips Business Training College	Kisii	61%	54%	31%	64%	80%	17%	7%	50%
11	Plateaux Technical College	Kisii	71%	83%	63%	92%	60%	48%	17%	68%
12	RAM Training College	Kisii	44%	73%	56%	72%	60%	17%	28%	58%
13	African Institute of Research and	Kisumu	86%	77%	39%	55%	20%	82%	33%	56%

30	Regional Institute of Business Management	Migori	19%	27%	15%	36%	20%	18%	15%	23%
31	Migori Maranatha Training College	Migori	48%	64%	33%	39%	60%	45%	4%	47%
32	Isebania Technical Training College	Migori	17%	46%	15%	32%	20%	23%	11%	28%
33	Migori Institute of Beauty & Professional Studies	Migori	76%	83%	58%	62%	40%	33%	37%	62%
34	St. Joseph's Mission Hospital School of Nursing-Migori	Migori	71%	23%	48%	68%	60%	41%	37%	46%
35	Jaffery Institute of Professional Studies	Mombasa	81%	84%	48%	76%	80%	47%	15%	68%
36	Rifkins College	Mombasa	64%	56%	22%	54%	40%	33%	22%	44%
37	Rizfar Hair Dressing and beauty College	Mombasa	20%	54%	24%	59%	100%	27%	22%	49%
38	Star Institute of Professionals	Mombasa	81%	65%	38%	71%	80%	73%	26%	62%
39	Kenya Institute of Management - Narok	Narok	69%	53%	60%	84%	80%	23%	52%	63%
40	Lusaka Institute of Science and Technology	Narok	43%	33%	50%	76%	60%	32%	37%	47%
41	WE College	Narok	69%	66%	73%	92%	100%	50%	52%	74%
42	Citizen College	Nyamira	12%	45%	13%	36%	0%	4%	10%	23%
43	St. Anne's College-Nyamira	Nyamira	32%	38%	25%	32%	0%	13%	3%	24%
44	Hair Plaza College	Nyeri	29%	59%	11%	36%	60%	7%	4%	37%
45	Sacred Heart Institute of Education and Professional Studies	Nyeri	26%	79%	78%	57%	60%	59%	7%	59%

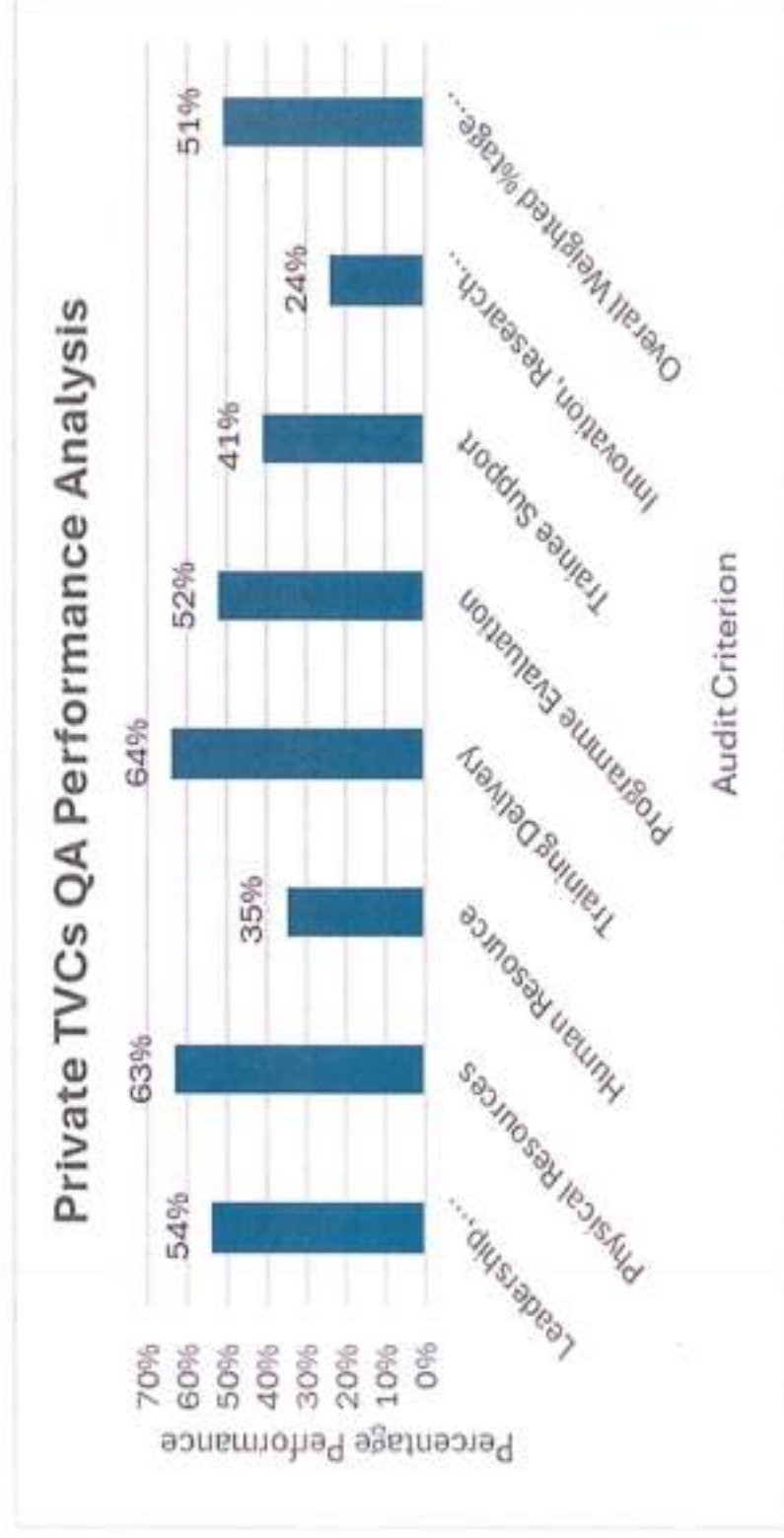
46	Waka Continuing Medical Education Centre	Nyeri	55%	84%	61%	82%	100%	64%	33%	74%
47	Hospitality and Tourism Institute –Tsavo west	Taita Taveta	19%	50%	23%	74%	40%	13%	15%	40%
48	Tsavo Institute of Technology	Taita Taveta	52%	76%	38%	82%	100%	77%	26%	68%
49	St. Kizito College	Trans Nzoia	85%	52%	50%	92%	40%	17%	22%	55%
50	Map College of Professional studies	Trans Nzoia	66%	63%	38%	100%	80%	39%	14%	61%
51	African Institute of Research and Development Studies – Lodwar	Turkana	74%	67%	29%	70%	60%	50%	41%	58%
52	AMREC Training Institute	Turkana	26%	65%	38%	53%	60%	45%	0%	42%
53	Don Bosco Technical Institute -Kakuma	Turkana	88%	87%	39%	87%	100%	45%	44%	68%
54	Eldoret Technical Training Institute - Lodwar Campus	Turkana	43%	64%	26%	95%	60%	50%	63%	59%
55	St. Clare of Assisi Training Institute	Turkana	90%	75%	59%	93%	100%	45%	27%	77%
56	Teska Technical Training Institute	Turkana	26%	58%	38%	30%	40%	50%	15%	40%
57	Turkana College of Technical and Business Studies, Kakuma	Turkana	60%	58%	33%	59%	60%	27%	4%	48%
58	Turkana Institute of Health and Psychological Studies (TIHPS)	Turkana	57%	73%	26%	70%	60%	45%	22%	55%
59	Turkana College of Business Studies	Turkana	60%	61%	31%	63%	60%	50%	11%	51%
60	Vast College of Accounting and Finance	Turkana	64%	65%	38%	48%	60%	50%	15%	52%

61	Alexandria Training Institute	Uasin Gishu	27%	28%	19%	68%	80%	9%	3%	37%
62	Eldoret AIC Training College	Uasin Gishu	85%	76%	69%	84%	40%	35%	28%	65%
63	Eye Rafiki Training Institute	Uasin Gishu	88%	66%	69%	80%	100%	43%	48%	73%
64	Vision stars Training Institute	Uasin Gishu	78%	60%	44%	84%	80%	4%	28%	60%
65	Achievers College of Professionals - Njue Plaza	Embu	69%	50%	48%	79%	20%	36%	30%	49%
66	Celebrity Vocational Training College	Embu	0%	57%	14%	85%	60%	23%	30%	45%
67	Mwea wango Institute of Technology	Embu	26%	62%	23%	47%	60%	32%	22%	44%
68	Embu College of Professional Studies	Embu	81%	80%	30%	94%	80%	86%	33%	70%
69	Fidenza School of Nursing	Embu	67%	78%	27%	85%	60%	64%	30%	62%
70	Embu Glamour land Technical and Vocational Training Institute	Embu	76%	72%	25%	78%	80%	60%	30%	62%
71	Kenya Institute of professional Counseling - Embu	Embu	57%	71%	29%	52%	80%	40%	15%	55%
72	Wanjau Technical Institute	Embu	74%	49%	22%	62%	80%	33%	37%	52%
73	Rehema Technical Training Institute	Kericho	55%	68%	19%	31%	40%	14%	15%	42%
74	Nishkam Saint Pura Singh Institute	Kericho	86%	85%	37%	43%	80%	32%	56%	65%
75	Kericho Beauty School	Kericho	43%	60%	38%	65%	60%	18%	11%	49%
77	Bethel Institute of Technology	Kericho	60%	64%	40%	58%	20%	9%	15%	45%

78	AIC Litein Medical Training College	Kericho	79%	77%	57%	100%	100%	36%	52%	76%
79	African Institute of Research and Development Studies, Kericho Campus	Kericho	42%	73%	46%	69%	60%	32%	44%	63%
80	Dorcas International College	Kitui	10%	31%	0%	7%	0%	27%	0%	13%
81	Mercy Commercial VTC	Kitui	60%	90%	54%	57%	80%	50%	0%	64%
82	Our Lady of Lourdes Mutomo School of Health	Kitui	71%	76%	50%	90%	80%	59%	19%	68%
83	St. John Paul II Institute	Kitui	67%	74%	41%	97%	80%	73%	22%	68%
84	St. John Paul II School of Engineering	Kitui	55%	73%	40%	88%	80%	64%	93%	71%
85	Taylor Training Institute	Kitui	43%	59%	29%	55%	40%	33%	0%	42%
86	Intellects college	Kitui	51%	74%	20%	62%	20%	50%	26%	48%
87	Jubilee College	Kitui	61%	59%	25%	41%	0%	33%	4%	36%
88	Kitui Institute of Professionals - Mulango Branch	Kitui	66%	59%	26%	55%	0%	36%	15%	40%
89	St Columba's Technical Training College	Kitui	79%	79%	63%	81%	40%	77%	48%	68%
90	Northwood College of Business & Computing	Laikipia	48%	52%	36%	44%	20%	20%	11%	37%
91	Sted mak Hospitality Training College.	Nairobi	62%	76%	25%	92%	80%	64%	33%	65%
92	St. Therese TVC	Nairobi	76%	94%	35%	59%	60%	53%	44%	66%
93	Starnet College	Nairobi	52%	46%	24%	25%	20%	20%	4%	31%
94	Simon Page College of Marketing	Nairobi	40%	71%	26%	32%	40%	27%	11%	43%

95	Buru buru Institute of Fine Arts	Nairobi	69%	84%	31%	70%	20%	60%	37%	57%
96	Support for Addictions, Prevention & Treatment in Africa (SAPTA) College	Nairobi	64%	67%	35%	57%	40%	33%	37%	52%
97	SOS Technical Training Institute	Nairobi	55%	83%	34%	76%	80%	53%	44%	66%
98	Baraka Agricultural College	Nakuru	64%	100%	45%	100%	100%	86%	81%	86%
99	Berea Christian College for Integrated Studies	Nakuru	43%	67%	38%	57%	60%	50%	0%	50%
100	Earthrise Institute of Technology	Nakuru	43%	44%	5%	37%	60%	40%	7%	36%
101	East Africa Institute of Certified Studies – Nakuru	Nakuru	45%	48%	9%	54%	40%	36%	4%	37%
102	Lake Lawrenzo Medical Training College	Nakuru	74%	81%	26%	93%	40%	50%	4%	58%
103	Milele College - Nakuru	Nakuru	33%	43%	0%	70%	40%	53%	7%	36%
104	Mwangaza College - Nakuru	Nakuru	69%	79%	29%	96%	40%	59%	30%	61%
105	Nairobi College of Bread	Nakuru	38%	37%	0%	48%	0%	40%	11%	25%
106	Nakuru Barista and Hospitality	Nakuru	17%	24%	10%	22%	20%	27%	0%	18%
107	Nakuru College of Commerce & Hospitality	Nakuru	45%	31%	19%	92%	40%	73%	4%	40%
108	Nakuru College of Health Sciences and Management	Nakuru	74%	34%	17%	100%	60%	59%	15%	49%
109	Sensei Institute of Technology	Nakuru	48%	52%	44%	59%	20%	50%	15%	43%
110	Serein Education Centre	Nakuru	69%	85%	34%	72%	60%	50%	30%	63%
111	Consolata Hospital Wamba Nursing School	Samburu	12%	77%	20%	59%	0%	50%	15%	40%
112	Eclipse College	Samburu	12%	36%	9%	30%	20%	14%	19%	23%

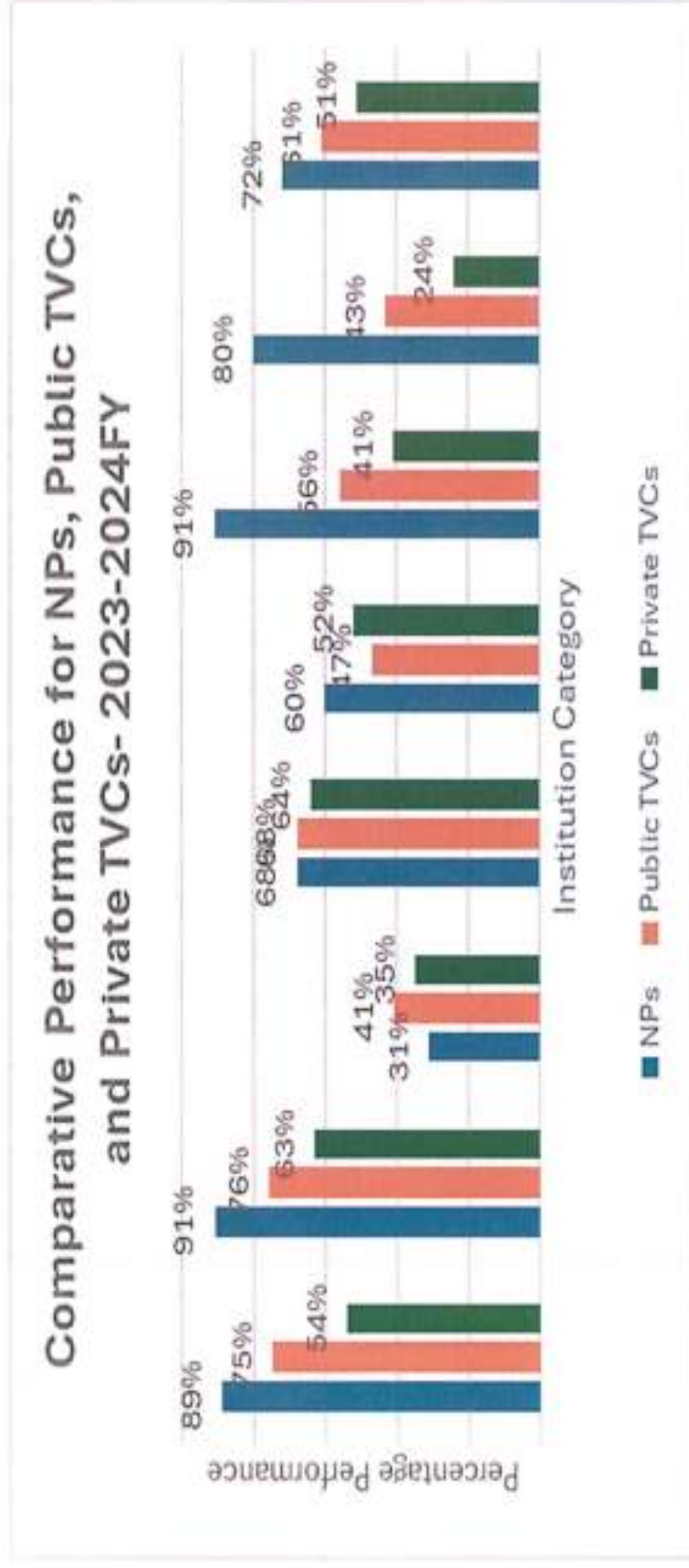
		Average	54%	63%	35%	64%	52%	41%	24%	51%
		Maximum	90%	100%	78%	100%	100%	86%	93%	86%
		Minimum	0%	23%	0%	7%	0%	0%	0%	13%



Appendix IV: Comparative Average Performance Analysis for NPs, Public TVCs and Private TVCs

Category of Institution	Leadership, Management & Governance (%)	Physical Resources (%)	Human Resource (%)	Training Delivery (%)	Programme Evaluation (%)	Trainee Support (%)	Innovation, Research and Cooperation (%)	Overall Weighted Performance (%)
NPs	89%	91%	31%	68%	60%	91%	80%	72%
Public TVCs	75%	76%	41%	68%	47%	56%	43%	61%
Private TVCs	54%	63%	35%	64%	52%	41%	24%	51%

Figure 6: Comparative Performance Analysis for NPs, Public TVCs and Private TVCs



Appendix V: Quality Audit Tool- 2023/2024

TECHNICAL AND VOCATIONAL COLLEGE QUALITY AUDIT TOOL

1.0 INSTITUTIONAL PARTICULARS					
Name of institution					
Reg. No					Number of licensed courses
Date of Registration					
Address	Box:				Town
	Tel No.				
Physical Address	Location/Building:				
	Road/Street:				
E-mail and website:					
County			Sub-County		
			Ward:		
Form of ownership (Public, Sole proprietorship, Partnership, Limited Company, Faith Based)					
Name of Principal/ Manager (Where applicable)					
Date of Quality Audit		Previous			Current

1. LEADERSHIP, MANAGEMENT AND GOVERNANCE

	Audit Area	Indicator/Question Target	Score	Totals	Remarks	Recommendations
1.1	Strategic plan	Availability				
		Vision and mission clearly stated				
		Clarity of objectives.				
		Evidence of implementation.				
1.2	Board of Management/ Governors	clear and functional organogram.				
		Validity (of the Board and members)				
		Properly constituted (Complying with the TVET Act)				
		Frequency of Meetings (Evidence of Minutes)				
1.3	Senior Management /Academic board	Existence of The Board committees.				
		Qualifications and experience of The Board members				
		Gender Balance				
		Qualified and Experienced				
1.4	Internal quality assurance	Frequency of Meetings (Evidence of Minutes at least Once Termly)				
		Evidence of implementation of management decisions.				
		Availability of a committee (appointment letters)				
		Meetings (minutes on frequency)				
1.5	Administrative support documents	Schedule of activities				
		Quality Management System (as per the TVETA Quality Assurance Framework)				
		Remittance of Statutory deductions (NHIF, NSSF, PAYE)				
		Land ownership documents.eg. Title Deed, Lease Agreement, Allotment letter				
1.6	Legal documents	Student Management Records E.g. Admission Register, Leaving certificates				
		Valid public health report				
		Sessional Paper No 1 of 2019				
		TVET Act 2013				
		Basic Education Act, 2012				

		Universities Act, 2012					
		KNEC Act 2012					
		Occupation Safety & Health Act (OSHA) 2007					
		Industrial Training Act, 2012					
		Work Injuries and Benefits Act (WIBA) 2007					
		Labour Relations Act Of 2007					
		Employment Act, 2007					
		KICD Act 2013					
		Accountants Act No 15 of 2008					
		Public Procurement and Asset Disposal Act, 2015.					
		Fees Register					
		Receipts Book/evidence of fee payments/collections					
		Cashbook					
		Approved Budget					
		Procurement Plan					
		Audited financial reports					
		Sub total					
1.7	Financial Management						
Overall recommendations:							

2. AUDIT CRITERIA FOR PHYSICAL RESOURCES

2.1 Administrative offices

	Offices	Size (m)	Accessibility (PLWD)	Condition	Availability of suitable furniture	Fit for purpose	Totals
1	Manager's Office						
2	Staff room						
3	G&C room						
	Sub total						
Remarks and Recommendations							

2.2 Theory rooms (score from accessibility to adequacy)

	Lecture Rooms	Size (m)	Capacity per shift	Accessibility (PLWD)	Condition	Availability of suitable Furniture	Fit for the programme	Adequacy	Totals
1.									
2.									
	Sub total								
Remarks and recommendations									

2.3 Workshops/Laboratories (score from accessibility to organization)

	Workshops	Size (m)	Capacity per shift	Accessibility (PLWD)	Condition	Availability of equipment	Fit for the programme/ Adequacy	Safety	Organization (Workshop arrangement)	Score
1.										
2.										
Remarks and recommendations:										

2.4 Tools and Equipment (as per the workshops sampled above)

	Applicable Workshop (e.g., MVM, Carpentry etc.)	Relevant for the programme	Condition and Functionality	Availability of Technician	Storage (Inventory)	Adequacy	Organization (Arrangement of tools/ Equipment)	Properly installed and Labelled	Totals	Score
1.										
2.										
3.										
4.										
Remarks and recommendations										

Audit Area	Indicator/Question Target	Score	Totals	Remarks	Recommendations
2.5 Safety measures	Firefighting equipment				
	First aid kit				
	Emergency exit (Signage)				
	Fire assembly point				
	Fire drills				
	Personal protective equipment				
	Fencing and gate				
2.6 Sanitation facilities	Availability of washrooms/urinals (Trainers, trainees)				
	Adequacy (male, female, Sanitary bins)				
	Condition (Cleanliness, Lighting)				
	Waste disposal (solid and liquid)				
	Provision for special needs				
	Power and backup system				
	Renewable energy(availability)				
2.7 Utilities	Water (adequate, safe and reliable)				
	Sports facility (availability/MoU, adequacy)				
	Lawns (maintenance)				
	Proper signages for direction				
	Availability				
	Reading space versus enrollment (space should accommodate 10% of the student population)				
	Adequacy of reference materials (relevant to programmes offered)				
2.8 Library services	Qualified librarian				
	Provision of E-resource				
	Sub totals				

3. AUDIT CRITERIA FOR HUMAN RESOURCES

Audit Area	Indicator/Question Target	Score	Totals	Remarks	Recommendations
3.1 Trainers/instructors	Trainers qualifications (availability of records)				
	Trainers Bio data (availability of records)				
	Development plan (Capacity building)				
	Trainers Workload (Sufficient workload)				
	Availability of staff establishment (Documented)				
3.2 Administrative staff	Existence of performance management system (Appraisals)				
	Sufficient for institutional functions				
	Appropriately deployed (Qualifications and experience)				
	Scheme of service/Career progression guideline				
	Balanced (Gender, regional)				
	HR Policies/Procedure Implemented in place (Gender, Disability)				
	Availability of job descriptions				
	Existence of performance management system (Appraisals)				
	Capacity development plans				
	Compliance certificates (Good conduct for watchmen)				
	Compliance certificate (public health certificate for food handlers)				
	Sub totals				

3.3 Trainers Analysis Template - (Do not score -use only for analysis to support scoring of 3.1)

Trainers Name	Qualification	Pedagogical Training	Relevant courses taught	Registered by TVETA	Remarks
1.					
2.					
Overall Recommendations:					

4. AUDIT CRITERIA FOR TRAINING DELIVERY

	Audit Area	Indicator/Question Target	Score	Totals	Remarks	Recommendations
4.1	Timetable	Availability				
		Trainee friendly				
		Reflects curriculum requirements				
4.2	Classrooms Attendance	Lessons are attended as timetabled				
		Appropriate methodology used				
		Mechanism for training supervision (Trainee Attendance marked, Trainer Attendance marked)				
4.3	Updated professional documents	Course outline				
		Schemes of work				
		Record of work				
		Progress records				
		Training notes/handouts				
4.4	Assessment/Examinations	Continuous assessments are regular				
		Mechanism for setting and moderation in place				
		Analysis of assessment results				
		Supervision of exams				
		Marking scheme				
		Exam policy				
		Verification mechanism				
4.5	Industrial attachments as part of the learning process	Industrial attachment policy available				
		Industrial attachment carried out				
		Sourcing for placement of trainees				
		Records maintained (Logbooks, list)				
		Industrial Liaison Officer (ILO) in place				
		Trainees supervised (Supervision schedules)				
	Sub totals	Insurance for trainees				

4.6 Programmes data Sheet (populate as per the template)

S/No	Courses Per Department	Level	Exam Body	Approved Curricular	Trainers' availability	Adequate Facilities	Approved Enrolment (as per TVETA License) No	Actual Enrolment			Remarks
								M	F	Total	
1.											
2.											
3.											
4.											
5.											
6.											
7.											

5.0 PROGRAMMES EVALUATION (Score as per analysis in 4.6 above)

	Indicator/Question Target	Score	Remarks	Recommendations
1	Accredited (licensed)			
2	Enrollment (within the approved ceiling)			
3	Programme versus trainers			
4	Programme versus facilities			
5	Trainer-trainee ratio per course is within provided standards guidelines			
6	Programmes under collaboration with TVCs (Number)			
8	Gender Balance (Proportion)			
9	Level of programmes (Proportion of Artisans, Grade Test)			
10	Trainers Qualification (proportion of qualified trainers)			
11	Trainers Registration status (Proportion of Registered Trainers)			
	Sub total			

6. AUDIT CRITERIA FOR TRAINEE SUPPORT

Audit Area	Indicator/Question Target	Score	Totals	Remarks	Recommendations
6.1	Admission procedures (Trainee admission register)				
	Code of conduct (Evidence of use, trainee awareness)				
	Discipline procedure (Developed and documented)				
	Complaint's procedure (Documented, suggestion box)				
6.2	Staff in charge				
	Scholarships (Beneficiaries documented, Trainee awareness, MoU)				
	Trainee representative (Available, mode of appointment, democratic space)				
	clubs and sports				
6.3	Vulnerable trainee support e.g., expectant mothers, orphans, PLWDs (Documentation, support programme)				
	Career counselling/orientation (Schedules, staff in charge)				
	Availability/ Database/ Documentation				
	Active (activities in institution, meetings)				
	Planned projects				
	Availability				
6.4	Availability of a qualified matron/janitor				
	Condition (State of maintenance e.g. painting, tidiness, Lighting, ventilation)				
	Adequacy (standard size)				
	Organization (well arranged)				
	Safety provisions (instructions/rules, fire, doors opening)				
	Accessibility (Ramps, lifts)				
Overall recommendations:					

7. AUDIT CRITERIA FOR INNOVATION, RESEARCH/ENTREPRENEURSHIP AND COOPERATION

Audit Area	Indicator/Question Target	score	Totals	Remarks	Recommendations
7.1 Innovation	Innovation Committee in place				
	Initiated innovation				
	Programmes for patenting				
	Promotion plan/in use				
	Commercialization				
7.2 Labour market/industry information	Open-days organized				
	Mechanism for obtaining feedback				
	Documentation of information				
	Use of feedback to improve training (minutes of meetings to discuss the same, course outline etc.)				
	Research unit established/committee				
7.3 Research initiative	Activities planned				
	Support system/budget				
	Partnering with other organizations in research				
	System for disseminating research findings e.g. journals, conferences,				
	Customer satisfaction and employee satisfaction survey				
7.4 Linkages and collaborations	Activities planned				
	Participation in benchmarking				
	Skills show, competitions and conferences				
	Exchange programmes for trainers and trainees				
	Industrial visits				
7.5 Participating in community activities/ CSR	Partnerships (MoUs)				
	Community needs identified				
	Activities and plans to respond to community needs				
	Greening/ Resource conservation (tree planting, water harvesting, etc.)				
	Production units initiated				
7.6 Entrepreneurship and income generating activities	Trainees participating in production units				
	Projects/incubation hubs				
	Entrepreneurship is being taught				
	Exhibitions and trade fairs				
Overall recommendations:					