

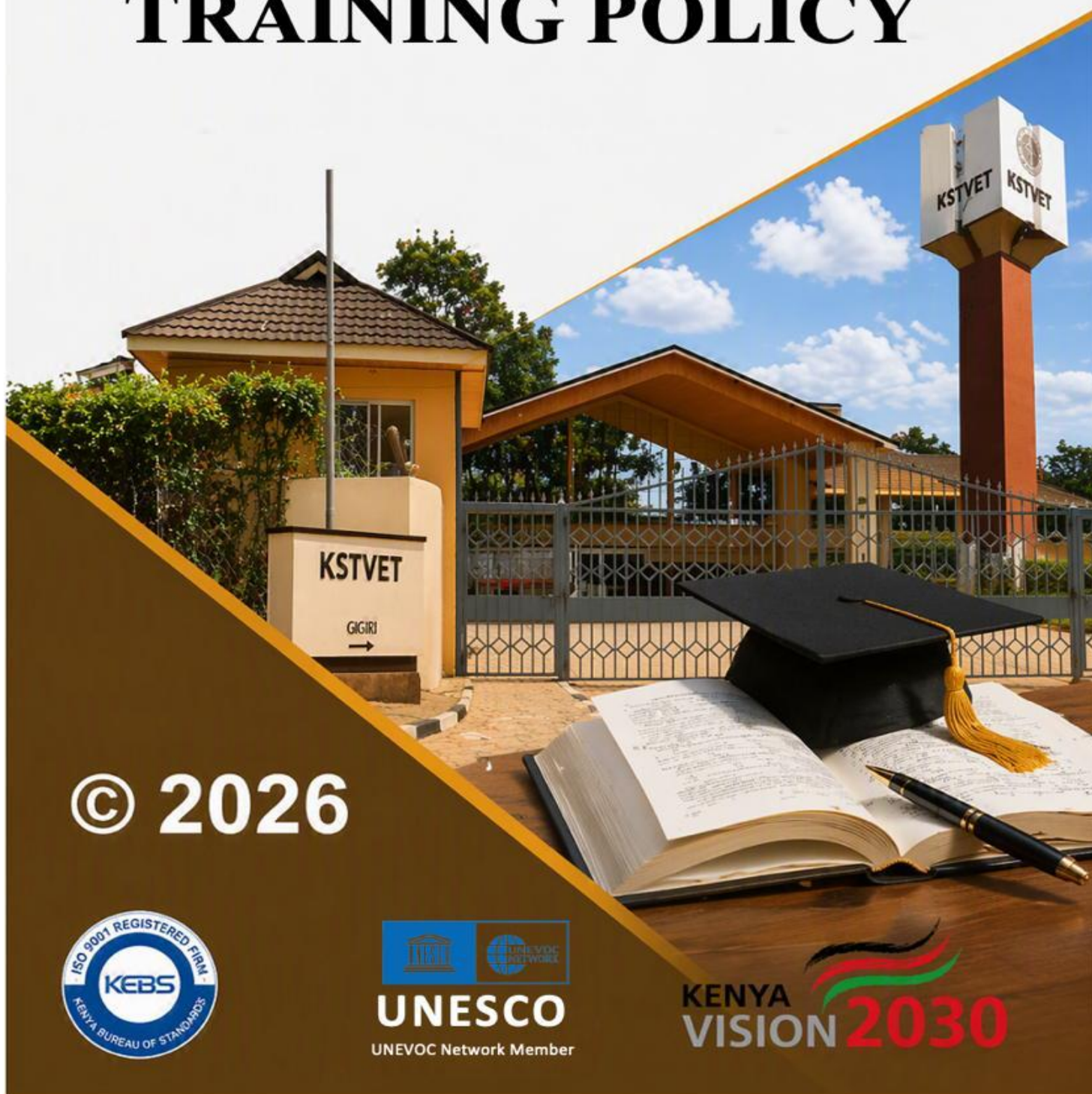


Kenya School of TVET

The Home of Technical Education



ACADEMIC AND TRAINING POLICY



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FORWARD

The Kenya School of TVET (KSTVET) Academic and Training Policy establishes the framework through which the School promotes and maintains high standards of academic quality, integrity, and excellence. The Policy serves as a reference document for trainees, trainers, and other stakeholders by providing guidance on academic regulations, procedures, and expected standards within the institution.

The provisions of this Policy shall apply to all KSTVET trainees regardless of the nature, mode, or duration of their programmes. To facilitate access and awareness, the Policy shall be made available to trainers, trainees, and other interested parties through the KSTVET website, e-learning portal, trainee portal, and library. All members of the KSTVET community are encouraged to familiarize themselves with its contents and uphold the requirements contained herein.

While every effort has been made to provide comprehensive guidance, the policies and regulations contained in this document are not exhaustive. KSTVET reserves the right to review, amend, withdraw, or introduce policies and regulations as may be necessary to ensure compliance with applicable laws, regulatory requirements, and institutional priorities.

The KSTVET Governing Council remains committed to the effective implementation of this Academic Policy and expects full compliance by all affected parties. Appreciation is extended to all individuals who contributed to the review of this Policy. Particular recognition is accorded to the members of the Governing Council, the Management, and the Academic Policy Review Committee for their dedication and valuable input throughout the review process. Special appreciation is further extended to the Chief Executive Officer, Dr. Edwin Tarno, for providing strategic leadership and oversight in spearheading the Policy review process.



Hon. Edwin Korir
Chairman, Education and Training Committee
Kenya School of TVET

PREFACE AND ACKNOWLEDGEMENTS

The Kenya School of TVET (KSTVET) Academic and Training Policy is a summary of all the academic processes and the regulations that govern them. It is a critical document instrumental in managing all academic matters as it stipulates the expected academic standards, policies and procedures which guide and measure performance.

This academic policy will guide KSTVET trainers, trainees and any other stakeholders to navigate their way through all academic matters in the college. It is therefore the responsibility of all interested parties to read and understand the contents of this policy and abide by it.

I would like to acknowledge the council for its support in the process of developing this academic policy. I also wish to acknowledge the following KSTVET academic policy review team for their collaborative efforts, professional expertise and valuable contributions in the development of this policy: Thomas M. Kitonyi (Ag. Director, Academic and trainees Affairs), Julia W.R. Muriithi (Ag. Director, Admissions, Assessment and Certification), Humphrey Wanjohi (Head of Department, Examinations and Certification), Nelson Mulla (Head of Teaching Practice Assessment), Francis Wambua (Head of Department, Open Distance and e-Learning), Joylene Cheruiyot (Deputy Head of Department, ODeL), Charles Gichuhi (Head of Department, Computer Studies), Morrice Michugu (Head of Department, Electrical and Electronic Engineering), Milcah Makato (Continuous Professional Development), Isaack Kariuki (Performance Contracting and Quality Assurance), Lilian C. Soi (Recognition of Prior Learning), Leanzs Ligale (Research, Innovation and Extension Services), Ruth Chege (Head of Department, Library Services). The school also extends its sincere appreciation to all staff members and stakeholders who, in one way or another, contributed their time, expertise, and insights during the policy review process.

I am confident that this policy will support the School's mandate and the advancement of quality TVET education and training in Kenya and, consequently, help the school in its vision to be a Global Centre of Excellence in Technical Vocational Education and Training, Research and Consultancy.

KSTVET reserves the right to amend any part of this policy as it deems necessary and appropriate.



Dr. Edwin Tarno PhD.HSC.FEnv,

Chief Executive Officer. Kenya School of TVET,

LEGAL AUTHORITY

The KSTVET Academic and Training Policy is grounded in the legal and regulatory framework governing Technical and Vocational Education and Training in Kenya. It derives its mandate from the Technical and Vocational Education and Training (TVET) Act, 2013, Sections 28 and 29(a), which establish the governing organs of training institutions and mandate them to oversee the conduct of education and training in accordance with the Act and any other applicable written law. The School's specific mandate to grant academic and training qualifications is further anchored in the Kenya School of TVET Legal Notice No. 123 of 2022, which establishes KSTVET and vests it with powers to grant certificates and other academic qualifications. Implementation of this policy is further guided by the Legal Notice in its entirety and by other relevant statutory and regulatory instruments issued from time to time. Accordingly, this policy provides the framework for ensuring that all academic programs, processes, and practices at KSTVET are conducted in compliance with national legislation, regulatory requirements, and quality assurance standards governing TVET institutions in Kenya.

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Kenya School of TVET

LIST OF ACRONYMS & ABBREVIATIONS

Acronym	Meaning
AI	Artificial Intelligence
C.A.T	Continuous Assessment Test
CBET	Competency Based Education and Training
CIT	Certificate in Instructor Training
CPD	Continuous Professional Development
D/H.O.D	Deputy Head of Department
DAAC	Director, Admissions, Assessments and Certification
DTTE	Diploma in Technical Trainer Education
E.T.A	End of Term Assessment
EOT	End of Term
GPA	Grade Point Aggregate
H.O.D	Head of Department
ICT	Information and Communication Technology
ID	Identity Document
ISO	International Organization for Standardization
KNQF	Kenya National Qualifications Framework
KSTVET	Kenya School of TVET
KTTC	Kenya Technical Teachers College
LMS	Learning Management System
NM	Incomplete Course

Acronym	Meaning
ODeL	Open Distance and e-Learning
PDCA	Plan–Do–Check–Act
QMS	Quality Management System
RIES	Research, Innovation and Extension Services
RPL	Recognition of Prior Learning
SUP	Supplementary
TP	Training Practice
TPC	Training Practice Coordinator
TSC	Teachers Service Commission
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority
TWD	Trainees With Disabilities

CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND INFORMATION

Kenya School of TVET (KSTVET), (formerly Kenya Technical Teachers College (KTTC) has a rich history dating back to its establishment in 1978. Originally founded as a teacher training institution, KSTVET has evolved into a leading centre for technical and vocational education in Kenya. Its inception was a response to the growing demand for skilled technical instructors and educators who could effectively train the country's workforce.

Over the years, KSTVET has undergone significant growth and transformation, changing to Kenya Technical Trainers College through legal order Number 115 of 2014 and finally to KSTVET in 2022 through Legal Order Number 123 of 2022, and Executive Order 1 of 2023 making it a state corporation. It has expanded its curriculum, catering to the diverse needs of Kenya's evolving job market. The college's commitment to excellence in technical education has earned it a strong reputation, nationally and globally.

KSTVET plays a crucial role in shaping the future of technical and vocational education in Kenya, producing skilled graduates who contribute to the nation's development. With its dedication to quality training, innovative teaching methods, and a strong sense of purpose, Kenya School of TVET continues to be a cornerstone of technical and vocational education in the country, preparing trainees for successful careers and helping to meet the demands of Kenya's growing economy.

1.2 MANDATE

Mandate/Functions

KSTVET is a State Corporation established by legal order number 123 of 2022 and Presidential Executive order No. 1 of 2023 with a mandate to train and professionally develop the capacity of TVET practitioners, with the following functions:

- i. provide, directly or in collaboration with other institutions of higher learning, training for trainers;
- ii. participate in technological development and innovation in economic, social, cultural, scientific and technological disciplines;
- iii. contribute to industrial and technological development of Kenya in collaboration with industry and other organizations through transfer of technology;
- iv. undertake research and community service;
- v. provide a multi-level system of post-training programmes relevant to the needs of the Technical and Vocational Education and Training sector covering a wide range of fields with provision for recognition of prior learning and flexibility of transition between programmes;

- vi. conduct examinations and grant such academic awards as provided for under this Order; and
- vii. collaborate with recognized universities to offer programmes leading to the award of an undergraduate degree in technical and vocational education and training.

Vision

A Global Centre of Excellence in Technical Vocational Education and Training, Research and Consultancy

Mission Statement

To provide high quality and internationally competitive training for TVET practitioners, undertake research and consultancies to meet the needs of a dynamic world.

Values

Core values	Description
Professionalism	KSTVET is committed to create a culture of professionalism among staff and trainees
Excellence	KSTVET is committed to excellence in training, research and consultancy by benchmarking with international best practice
Customer Focus	KSTVET is committed to relentlessly identify and fulfil evolving customer needs in the provision of exceptional services
Integrity	KSTVET is committed to ethical standards in performance and high level of integrity
Accountability	KSTVET is committed to upholding transparency and fostering a culture of accountability in all processes

1.3 KSTVET Departments & CODES

The following are the KSTVET admitting departments, their codes and areas of specialization. Areas of specialization are subject to change to address market needs.

S/NO .	Department Name	Codes	Area(s) of Specialization
1.	Mechanical Engineering Department	ME	<ul style="list-style-type: none">○ Mechanical Production Engineering○ Mechanical Plant Engineering○ Mechanical Engineering (Construction plant)○ Automotive Engineering○ Aeronautical Engineering○ Welding and Fabrication○ Agricultural Engineering○ Marine Engineering○ Refrigeration and Air Conditioning○ Textile Engineering○ Textile Technology
2.	Electrical and Electronics Engineering Department	EE	<ul style="list-style-type: none">○ Electrical Control & Instrumentation Engineering○ Electrical Telecommunication Engineering○ Electrical Power Engineering○ Electronics Engineering○ Robotics Engineering○ Medical Engineering○ Renewable Energy○ Mechatronics
3.	Building and Civil Engineering Department	BCE	<ul style="list-style-type: none">○ Architecture○ Building Technology○ Civil Engineering○ Land Survey○ Quantity Survey○ Plumbing○ Masonry○ Carpentry and Joinery○ Highway Engineering○ Water Engineering
4.	Health and Applied Sciences Department	HAS	<ul style="list-style-type: none">○ Pharmaceutical○ Health Records○ Medical Laboratory○ Nutrition & Dietetics○ Community Health

S/NO .	Department Name	Codes	Area(s) of Specialization
			<ul style="list-style-type: none"> ○ Food Technology ○ Analytical Chemistry ○ Applied Biology ○ Mathematics and Statistics ○ Physical Science ○ Chemical Engineering ○ Industrial chemistry ○ Science Lab Technology ○ Geoscience Technology ○ Gas and Petroleum Engineering ○ Tannery and leather work
5.	Agriculture and Environmental Studies Department	AE	<ul style="list-style-type: none"> ○ General Agriculture ○ Agriculture Value Addition ○ Environmental Sciences ○ Aquaculture and Fisheries ○ Sustainable Agriculture ○ Entrepreneurial agriculture ○ Dairy Farming ○ Animal Health ○ Apiculture ○ Agroforestry ○ Horticulture ○ Agricultural Extension
6.	Hospitality and Tourism Management Department	HTM	<ul style="list-style-type: none"> ○ Tourism Management ○ Food and Beverage ○ Baking Technology ○ Catering and Accommodation ○ Front Office in Hospitality
7.	Computer Studies Department	CS	<ul style="list-style-type: none"> ○ Information and Communication Technology (ICT) ○ Journalism ○ Mass Media ○ Networking ○ Data Analysis ○ Cyber Security ○ Computer Science ○ Archives & Records Management ○ Library Science & Information Management

S/NO .	Department Name	Codes	Area(s) of Specialization
8.	Business studies department	BS	<ul style="list-style-type: none"> ○ Banking & Finance ○ Accounting ○ Supply Chain Management ○ Secretarial Studies ○ Human Resource Management ○ Business Management ○ Marketing ○ Cooperative Management ○ Project Management ○ Transport Management ○ Entrepreneurship ○ Clearing and Forwarding
9.	Liberal studies department	LS	<ul style="list-style-type: none"> ○ Communication (English, Kiswahili, French, German) ○ Counselling Psychology ○ Child Care and Protection ○ Social Work and Community Development
10	Fashion Design & Cosmetology	FDC	<ul style="list-style-type: none"> ○ Clothing and Textile ○ Fashion and Design ○ Hair Dressing and Therapy ○ Cosmetology ○ Interior Design

Service Departments

1.	Curriculum Development & Continuous Professional Development	CD&CPD
2.	Physical Education department	PE
3.	Open Distance & eLearning	ODeL
4.	Admissions	ADM
5.	Assessments & Certification	A&C
6.	Training Practice Assessment Department	TPA
7.	Library Services	LIB
8.	Performance Contracting & Quality Assurance Department	PC&QA

1.4 DEFINITION OF KEY TERMS

a) Warning: A written notice to a trainee for violation of specified KSTVET policies.
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b) Censure: Written/verbal reprimand to a trainee for violation of specified KSTVET policies.
c) Suspension: Termination of a trainee from attending school for a specified period of time.
d) Dismissal: Termination of trainee status or learning process at KSTVET.
e) Common units: Shared units offered across related programmes.
f) Core units: Compulsory units required for award of the qualification
g) Basic units: Foundation units providing essential competencies.
h) Credentials: Documents certifying academic qualifications.
i) Deferment: Approved postponement of academic studies or assessment.
j) Credit transfer: Acceptance of earned academic credits from another institution.
k) CPD Program: A structured career development program that supports continuous learning, skill growth and professional advancement.
l) Credit/point System: a method of assigning numerical points or credits to professional development activities, with professionals required to accumulate a specified number of points within a given period to maintain professional competence or certification.
m) trainees with Special Needs: learners who require additional educational support, specialized services, accommodations, or modifications to enable them to access and benefit from education effectively due to physical, sensory, intellectual, emotional, behavioral, learning, or developmental challenges.
n) ToT program: A capacity building program that equips trainers and facilitators with subject expertise to effectively train and mentor others.
o) Teaching subjects: are the major subjects a trainee is to teach after completing a course.
p) trainee: a person who has enrolled for training at KSTVET.
q) Trainer: a person who facilitates training at KSTVET.
r) trainees With Disabilities (TWD): a learner or employee-in-training who has a disability and may require reasonable support, accommodations, or assistive devices to participate effectively in training programs.
s) Recognition of Prior Learning (RPL): is a process of identifying, assessing and certifying a candidate's knowledge, skills and competencies acquired through non formal and/or informal learning setting such as work or life experiences.

t) Academic Malpractices: This is a compounded term describing various dishonest behaviors such as:
u) Plagiarism: copying the words or ideas of another and stating them as one's own. Plagiarism is an academic crime unless the trainee explicitly indicates through footnotes, attribution in the text, and/or appropriate quotation marks, end-notes and bibliography.
v) Intention to cheat: being in possession of exam related materials or anything that can induce cheating in the examination.
w) Cheating: using or attempting to use unauthorized materials, information, or study aid to receive academic credit.
x) Impersonation: sitting for assessments on behalf of another person. This is a criminal offence punishable by Law.

1.8 CUSTODIAN OF ACADEMIC POLICY AND CONTACT PERSON

The Director, Academic & trainees Affairs will be the custodian of the academic policy, in whose absence the Director, Admissions, Assessment & Certification will be the contact person.

The Academic Board.

1. There shall be the Academic Board of the School which shall consist of—
 - (a) The Chief Executive Officer, who shall be the chairperson;
 - (b) The directors in charge of—
 - i. corporate Services;
 - ii. academic & trainees Affairs;
 - iii. admissions, Assessment & Certification;
 - iv. research, Innovation & Extension Services
 - (c) The Directors of institutes and campuses;
 - (d) The Deputy Directors of the academic departments of the School; and
 - (e) The Librarian.
2. The director in charge of academic affairs shall be the secretary to the Academic Board.
3. The functions of the Academic Board shall be to:
 - a) assess and develop the content and academic standard of any course of study in respect of any diploma, certificate or other award of the School and make recommendations thereon to the Council;
 - b) make proposals for consideration by the Council regarding the eligibility of persons for admission to any course of study;
 - c) determine the persons who have attained the prescribed standard of proficiency and are fit to be granted a diploma, certificate or other award of the School and report its decision thereon to the Council;
 - d) recommend to the Council the academic policy of the school;

- e) direct and regulate teaching and instruction within the school and the examinations held by the School, subject to the functions of the Council;
- f) recommend to the Council for approval of diplomas and certificates to be conferred by the School; and
- g) consider and approve appointment of internal and external examiners.

Kenya School of TVET

CHAPTER TWO: ADMISSION AND REGISTRATION POLICIES

2.0 ADMISSIONS

The Admissions Department is responsible for:

- (i) reviewing admission policies and procedures in line with the school's goals, values, and regulatory requirements;
- (ii) receiving, reviewing, and processing of applications submitted by prospective trainees;
- (iii) providing information and guidance to prospective trainees about admission requirements, academic programs, financial aid options, and other relevant information;
- (iv) maintaining accurate and organized records of all applicants;
- (v) communicating admission decisions to applicants;
- (vi) ensuring that all admissions processes adhere to legal and ethical standards;
- (vii) analyzing admission trends, demographics, and other relevant data to inform future recruitment and enrolment strategies;
- (viii) supporting admitted trainees to assist them in the transition to the institution, including orientation programs and academic advising;
- (ix) marketing the academic programmes of the school;
- (x) establishing and maintaining records for each enrolled trainee;
- (xi) enrolling trainees in courses;
- (xii) implementing requests for course substitutions or transfer credits after approval by;
- (xiii) communicating the admission schedules and training timetables;
- (xiv) maintaining records in accordance with legal and institutional policies, ensuring that confidential information is protected and accessible as needed;
- (xv) updating trainee information in the school's database;
- (xvi) authenticating certificates used for admissions; and
- (xvii) registering and deregistering trainees

2.1. COURSE APPROVAL

Any new courses to be introduced in KSTVET shall be approved by the Academic Board then recommended to the Council for approval before commencement.

Likewise, Continuous Professional Development (CPD) courses shall be verified and approved by the Academic Board and then the Council before commencement.

2.2. COURSE CODES

All approved courses shall be coded appropriately.

2.3. COURSE APPLICATION FOR PEDAGOGICAL PROGRAMS

Pedagogical programs are the diploma and certificate programs offered for a period of one year three months and nine months respectively.

All courses will be advertised on the KSTVET website for candidates to apply.

A prospective trainee shall be required to apply for the advertised courses using the laid down procedure provided in the website.

A Successful applicant shall be issued with an admission letter which the applicant shall download from the KSTVET trainee portal.

2.4. ADMISSION REQUIREMENTS

- (i) admission to KSTVET is purely on merit and is open to all candidates with relevant qualifications.
- (ii) the minimum entry requirement for the Diploma in Technical Trainer Education (DTTE) course is a diploma in a relevant skill area accredited by TVET authority and within the Kenya National Qualifications Framework (KNQF).
- (iii) the minimum entry requirement for Certificate in Instructor Training (CIT) course is a Craft Certificate or KNQF Level 5 in a relevant skill area accredited by TVET authority or any other recognized accrediting body.
- (iv) any foreign qualification must be equated by the TVET Authority or any other recognized accrediting body before consideration.
- (v) any credit transfer may be considered upon presentation and discussion in the academic board on a case by case basis.

2.5. REPORTING AND REGISTRATION

Upon admission, a trainee shall:

- (i) report within five working days for regular programs and within three days for holiday based programs, from the opening date or forfeit the offer.
- (ii) present original certificates and other specified documents for verification.
- (iii) submit copies of original certificates and other specified documents for filing purposes.
- (iv) be issued with a trainee identification card
- (v) undergo orientation on admission.
- (vi) register for the course units within two weeks after reporting.
- (vii) not attend classes unless registered.

2.6. CHANGING OF A COURSE

A trainee who wishes to change a course may do so within two weeks of admission provided that they qualify for the preferred course. Such a trainee should apply for the change to the Director Admissions Assessments and Certification (DAAC) through the Head of the admitting department.

2.7. DEFERMENT OF COURSE

A trainee shall be allowed to defer a course for a maximum period of two years by applying to the Director Admissions Assessments and Certification (DAAC) through the Head of the admitting department. Deferment beyond two years will require the trainee to start the course afresh.

The deferred trainee shall be required to apply for re-admission to the DAAC through the Head of the admitting department when due.

2.8. WITHDRAWAL FROM THE SCHOOL

A trainee who wishes to withdraw from the School shall:

- (i) fill a withdrawal application form.
- (ii) officially clear from the school.
- (iii) not be refunded fees paid for the term.

2.10. TRAINEE DISCIPLINE

trainee discipline cases will be processed through the school's disciplinary committee.

A trainee shall:

- (i) behave in a respectful manner and set a high standard of moral behavior.
- (ii) not participate directly or indirectly in any activity that could be construed as a violation of the rules and regulations guiding the conduct of trainees.
- (iii) be required to care for the school equipment and facilities, maintain cleanliness and orderliness.
- (iv) be sanctioned for violating school rules and regulations and/or being involved in any other misbehavior.

NB: A trainee shall be handed over to the relevant authorities for committing a criminal offence.

CHAPTER THREE: TRAINING AND LEARNING

3.0. TRAINING

The mandate of Kenya school of TVET is to train and professionally develop the capacity of TVET practitioners.

The role of training includes:

- i. development, review and implementation of academic policies and curricula from time to time for all programs to ensure maintenance of high academic and professional standards;
- ii. undertake training in areas of specializations;
- iii. carrying out training consultancy services;
- iv. providing guidance and counselling on life skills;
- v. supervising trainees on research;
- vi. preparing and developing training Resources;
- vii. conducting scholarly activities such as seminars, conferences and workshops for continuous professional development;
- viii. developing training programs that seek to improve staff competency;
- ix. maintenance of high standards of training;
- x. ensuring conformity with the requirements of academic policy;
- xi. developing and implementing departmental work plans
- xii. developing, implementing and reviewing of Curriculum;
- xiii. managing the performance targets
- xiv. implementing of the Quality Management System for Academic Programs; and
- xv. developing appropriate training impact assessment tools;

3.1 CURRICULUM DEVELOPMENT AND REVIEW

3.1.1 DEVELOPING PROGRAMS

The Institution shall develop academic and training programs based on identified labour market needs, national development priorities and the Competency Based Education and Training (CBET) framework.

Program development shall be initiated through:

- i. industry and market needs assessment/skills gap analysis;
- ii. occupational standards developed in collaboration with sector industry advisory committees;
- iii. alignment with the Kenya National Qualifications Framework (KNQF) and relevant National Occupational Standards.

The Institution shall constitute a curriculum development team comprising subject matter/training experts, industry practitioners, and where applicable, representatives from regulatory bodies (e.g., CDACC, TVETA).

The curriculum development team shall be responsible for:

- i. defining program purpose, target learners, entry requirements, and expected exit outcomes;
- ii. developing learning outcomes, units of competency, content, delivery modes and assessment strategies;
- iii. determining resource requirements (staffing, equipment, materials, infrastructure) needed for effective delivery;
- iv. drafting the curriculum document in line with the Institution's approved curriculum design template.

All newly developed programs shall be accompanied by a rationale/needs analysis report justifying their introduction.

3.1.2 VALIDATING PROGRAMS

All newly developed or substantially revised programs shall undergo a validation process to confirm relevance, quality and industry alignment before approval.

Validation shall be conducted through a stakeholders' validation forum which may comprise:

- i. industry and employer representatives;
- ii. professional/regulatory bodies;
- iii. alumni and current learners (where applicable);
- iv. academic staff and subject matter experts;
- v. representatives of relevant government agencies (e.g., CDACC, TVETA, Sector Skills Councils).

The validation process shall assess:

- i. relevance of learning outcomes to current industry and labour market requirements;
- ii. adequacy of content coverage, sequencing and depth;
- iii. appropriateness of assessment methods and resource requirements;
- iv. compliance with national curriculum development guidelines and quality standards.

Feedback and recommendations arising from validation shall be documented and incorporated into the curriculum before submission for approval.

A validation report, signed by participating stakeholders shall be submitted alongside the curriculum document to the approving authority.

3.1.3 APPROVING PROGRAMS

- i. validated programs shall be submitted to the school's academic board for internal review and endorsement.
- ii. upon endorsement, programs shall proceed to the council for approval.
- iii. no program shall be offered to learners until it has received formal approval by the council.
- iv. the Institution shall maintain an official register of all approved programs, including approval dates, approving authorities, and accreditation status.

3.1.4 REVIEWING PROGRAMS

All approved programs shall be subject to periodic review to ensure continued relevance, quality and compliance with evolving industry standards and regulatory requirements.

Programs shall be formally reviewed at least once every five (5) years or earlier where triggered by:

- i. significant changes in industry practice, technology or occupational standards;
- ii. regulatory or policy changes at the national level;
- iii. poor performance indicators (e.g., low completion, employability or pass rates); feedback from learners, graduates, employers or external quality assurance audits.

The review process shall involve:

- i. analysis of learner performance data, feedback and labour market outcomes;
- ii. consultation with industry advisory committees and other stakeholders;
- iii. benchmarking against comparable national and regional programs;
- iv. evaluation of resource adequacy and delivery effectiveness.

A curriculum review report shall be prepared, outlining findings and recommendations and submitted to the Curriculum/Academic Committee.

3.2 MONITORING OF TRAINING

- i. training shall be conducted at the main and regional campuses. Where a request is made to conduct training away from the campuses, the training shall be conducted at the preferred site at the client's cost.
- ii. KSTVET shall use evidence-based approaches to obtain feedback for the improvement of training.
- iii. trainers shall prepare training documents to support instructional delivery and institutional standards.
- iv. trainers shall train, monitor, and evaluate trainees.
- v. heads of Academic Departments shall monitor training within their departments using the prescribed monitoring form, a sample of which is provided in the Annex.

- a) any session not covered within the scheduled time shall be covered as a make-up session, with the relevant details recorded on the make-up form, a sample of which is provided in the Annex.
- b) heads of Academic Departments shall mentor new staff and trainees.

3.3 TRAINING AND COURSE EVALUATION

- i. training shall be evaluated at least once every year with a view to improving the school's training delivery.
- ii. course evaluation shall be undertaken every two years to assess the impact of training.
- iii. pedagogical approaches shall be reviewed on a regular basis.
- iv. curriculum review shall be undertaken every five (5) years, or as need arises.
- v. KSTVET shall promote the use of digital tools in training.
- vi. KSTVET shall promote the integration of research and innovation in training.
- vii. training will be conducted at the main and regional campuses. In case of a request, to conduct the training away from the campuses the training will be conducted at the preferred site at the client's cost.
- viii. trainer shall prepare training documents to support instructional delivery and institutional standards
- ix. heads of academic departments shall monitor training in their departments using the prescribed monitoring form, a sample of which is provided in the annex
- x. any session not covered in scheduled time shall be covered as a make up session and the details filled in the makeup form, a sample which is provided in the annex
- xi. heads of academic departments shall mentor new staff and trainees,

3.2. TRAINING & COURSE EVALUATION

3.2.1 TRAINING EVALUATION

- i. training shall be evaluated at least once every year with a view to improve the school' s training delivery
- ii. trainees shall provide structured feedback on training content, delivery methods and trainer effectiveness to inform continuous improvement.
- iii. trainers shall be evaluated on their pedagogical skills with results informing professional development plans.
- iv. evaluation reports shall be documented, archived and made available for audit.

- v. findings from training evaluations shall directly inform teaching methodologies, institutional capacity-building initiatives, rewards and sanctions.

3.2.2 COURSE EVALUATION

- i. course evaluation shall be conducted at least every two years to assess the quality, relevance and impact of the course.
- ii. the school shall adopt a structured evaluation that includes learner feedback.
- iii. **COURSE EVALUATIONS SHALL MEASURE ALIGNMENT OF CONTENT WITH INDUSTRY NEEDS, NATIONAL TVET standards, and institutional objectives.**
- iv. course evaluation reports shall be documented, archived, and used for continuous quality assurance.
- v. findings from course evaluations shall directly inform curriculum revisions, teaching methodologies and resource allocation to enhance learner outcomes.

3.3. ONLINE TRAINING & LEARNING POLICY

The following policy provisions shall govern the planning, delivery, management and quality assurance of online training & learning at KSTVET. The ODeL Department shall serve as the central authority responsible for the oversight, coordination and administration of all online training & learning processes

The role of ODeL Department in online training and learning:

- i. head of ODeL shall maintain the governance structures, infrastructure, systems and support services necessary for the effective implementation of online training and learning.
- ii. the KSTVET Learning Management System (LMS) shall be the official platform for the delivery and management of online training and learning.
- iii. online courses shall be designed, developed, delivered and evaluated in accordance with the approved curricula, the KSTVET ODeL Policy, the Academic Policy, TVETA ODeL standards and recognized instructional design principles.
- iv. head of ODeL shall provide appropriate academic, administrative, technical, trainer and learner support services to facilitate effective participation in online training and learning.
- v. KSTVET shall provide reasonable accommodation for learners with disabilities or other approved special learning needs in accordance with the relevant College policies and applicable laws.
- vi. KSTVET shall ensure the security, confidentiality, privacy, and integrity of digital learning systems, learner information, and digital learning resources in accordance with the KSTVET Data Protection Policy and relevant Intellectual Property and copyright regulations.

- vii. all trainers and trainees participating in online learning shall comply with the KSTVET Academic Policy, ODeL Policy and the approved Online Learning Procedures and Guidelines.
- viii. the Head of ODeL department shall promote continuous professional development and capacity building for trainers and trainees to enhance the quality and effectiveness of online learning.
- ix. the Head of ODeL shall establish mechanisms for monitoring, evaluating, reporting, and continuously improving the quality and effectiveness of online learning.

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CHAPTER FOUR: ASSESSMENT POLICY

4.1 EXAMINATION & CERTIFICATION

Examinations & certification department is responsible for:

- i. scheduling of examinations, ensuring that they align with the academic calendar and any specific departmental or program requirements;
- ii. ensuring preparation and organization for examinations, including room assignments, seating arrangements and the distribution and collection of exam materials;
- iii. ensuring security measures are in place to prevent cheating or any form of academic dishonesty during examinations;
- iv. facilitating trainees with disabilities or other special needs, ensuring that they have an equitable testing environment;
- v. ensuring procuring, printing and storing of examination materials;
- vi. preparing and communicating the Examination schedules;
- vii. communicating the institution's policies on academic integrity and misconduct during examinations;
- viii. collecting, collating and distribution of examination papers to trainers for marking and grading;
- ix. ensuring accuracy in recording of grades into the institution's database;
- x. procuring, producing and issuing certificates;
- xi. monitoring and ensuring that examinations are administered consistently and fairly, adhering to established policies and procedures;
- xii. developing and reviewing of examination policies and procedures in collaboration with academic departments and institutional leadership;
- xiii. resolving any disputes or issues related to examination administration, including concerns raised by trainees or trainers;
- xiv. generating the graduation list of trainees who are qualified to graduate in collaboration with the academic board.
- xv. generating reports on examination performance, graduation rates, and other relevant metrics;
- xvi. training trainers, staff and trainees on examination policies, procedures, assessment methodologies and best practices;

- xvii. maintaining an up-to-date transcript for each trainee
- xviii. managing departmental performance targets.

4.2 ASSESSMENT OF PEDAGOGICAL COURSES

A trainee shall be required to undertake at least two formative assessments and an end of term assessment.

4.3 ELIGIBILITY FOR ASSESSMENT

A trainee shall be required to have attended at least 75% of the scheduled sessions in a given unit to be assessed.

A trainee who does not meet this requirement:

- i. will not be allowed to undertake assessment; instead he/she will be required to repeat the unit when it is next on offer at their own cost.
- ii. Shall repeat the unit at their own cost within two years.
- iii. Shall enroll afresh for the course if the unit(s) are not repeated within two (2) years.

4.4 ASSESSMENT

- i. formative assessment shall be coordinated by the respective Academic Deputy Director.
- ii. each trainee shall be expected to undertake two (2) formative assessments.
- iii. the marks of the two formative assessments shall total up to 100%.
- iv. there shall also be an end of term assessment whose marks shall total 100%.
- v. the pass mark for formative assessment and end of term assessment shall be 40% in each case.
- vi. the final mark to be scored by a trainee will be the average of the formative and the end of term assessment.

4.5. SUBMISSION OF FORMATIVE ASSESSMENTS/ PROJECTS/PORTFOLIOS

- i. a trainee shall adhere to set deadlines for the submission of formative assessments.
- ii. a trainee who does not submit an assignment/project/portfolio for marking at the required time shall be awarded a zero mark.
- iii. the zero mark will be cleared as a supplementary on submission of the assignment, project or portfolio.
- iv. where the End of Term (EOT) assessment is a written paper, the supplementary shall be undertaken and cleared in the format of the final EOT written paper.

4.6 END OF TERM ASSESSMENT

Eligibility for end of term assessment

A candidate must:

- i. be a registered KSTVET trainee
- ii. have attended at least 75% of the scheduled hours in each unit
- iii. have cleared outstanding fees for the term.

A trainee who misses end of term assessment in one or more units due to non-payment of fees or any other valid reason, shall:

- i. undertake the assessment when next on offer and within one year.
- ii. be required to apply for the assessment through the Head of the concerned department.
- iii. repeat the unit at their own cost if the assessment is not taken for more than one year but less than two years.
- iv. enroll afresh if the assessment is not taken for more than two (2) years.

4.7 SETTING AND MODERATION OF END OF TERM ASSESSMENT

4.7.1 SETTING

- i. heads of respective departments shall be responsible for the setting of assessment papers (Candidate Tools).
- ii. two (2) assessment papers shall be set for each examinable unit and respective marking schemes (Assessment Guides) prepared.
- iii. trainees enrolled in a common unit shall sit for **ONE** common paper.
- iv. a total of five sets of assessment papers and respective marking schemes shall be maintained in the Examinations Department's assessment bank at any given time.

4.7.2. MODERATION OF ASSESSMENTS

- i. moderation of assessment papers shall be coordinated by the Examinations Department as per the moderation schedule released by the Examinations Department.
- ii. heads of respective departments shall be responsible for moderation of assessment papers.
- iii. the set papers shall be moderated by KSTVET moderators and standardized by external moderators on need basis before they are processed.

4.8. PROCESSING OF ASSESSMENTS

Moderated papers shall be printed, packaged and stored at the examinations centre.

4.9. ASSESSMENT SCHEDULE

- i. head of Examinations shall use the workload in the system to get a list of classes and units set to be assessed within two weeks after commencement of a term.
- ii. head of Examinations shall release an assessment schedule to all stakeholders at least two weeks before start of assessments.

4.10. ASSESSMENT ADMINISTRATION

Administration of assessment shall be done as per KSTVET assessment procedure:

- i. a trainee shall produce KSTVET trainee ID at the entry of the assessment room.
- ii. compliance shall be confirmed by scanning during the assessment.
- iii. heads of departments scheduled shall supervise assessment administration as scheduled by Head of Examinations.
- iv. invigilation shall be carried out by scheduled trainers and technicians as per the procedure.
- v. appropriate sanctions shall be instituted on trainers and technicians who fail to honor allocated invigilation duties.
- vi. the Invigilator shall ensure that all candidates sign an assessment attendance list which the invigilator shall endorse.
- vii. the signed assessment list shall be handed over to the Head of Examinations together with the scripts
- viii. the Head of department in charge of an assessment session shall submit a report to the Head of Examinations on how the assessment was conducted using the prescribed form provided.
- ix. any form of academic dishonesty shall be reported to the Head of Examinations using the Assessment Irregularity form.
- x. for practical/portfolio/project-based assessments verifiers who shall be responsible for authenticating internal assessment in the area of specialization may be used as need arises.

4.11 THE CANDIDATE

- i. a Candidate shall be in the assessment room at least fifteen (15) minutes before the scheduled time.
- ii. no candidate shall be allowed into the assessment room thirty (30) minutes after the start of the assessment.
- iii. a candidate is not allowed to leave the examination room when the examination is in progress without express permission from the invigilator.
- iv. a candidate who is unable to undertake a scheduled assessment due to sudden sickness, an

accident and any other valid circumstance, just before or during the assessment shall be required to undertake a special assessment when next on offer or as determined by the academic committee.

4.12 ASSESSMENT OF SPECIAL NEEDS CANDIDATES

Candidates with special needs are defined as trainees with disabilities (TWD) or impairments that have a substantial, long-term and adverse impact on their ability to perform daily activities, including assessments.

- i) trainees with special needs shall submit a special request for examination modification through the dean of trainees to the Head of examinations within the first two weeks of the term.
- ii) the Head of Examinations and Head of the host department shall ensure examination arrangements to accommodate candidates with special needs are made.

4.13 REPEAT ASSESSMENT

This assessment shall be referred to as supplementary assessment.

- i. a trainee who obtains an assessment result of 'Supplementary or E-grade' in an assessment shall be allowed to repeat the assessment when the unit is next on offer or as determined by the Academic committee. However, the trainee will meet the cost of reassessment.
- ii. such a trainee shall be required to apply for supplementary assessment to the Head of Examinations Department at least one month to the next assessment.
- iii. all supplementary assessments must be cleared within one year.
- iv. a trainee who does not clear their supplementary grades within the stipulated time (one year) shall register for the units afresh within two years when they are next on offer at their own cost.
- v. a trainee who does not clear their supplementary grades within two (2) years shall enroll for the course afresh at their own cost.
- vi. head of Examinations shall include supplementary assessments in the end of term assessment schedule, when the units are on offer.
- vii. marking of the repeat assessments shall be coordinated by Head of the respective departments
- viii. supplementary assessment results and the marked scripts shall be submitted to the Head of Examinations for clearance.
- ix. a trainee who undertakes supplementary assessment shall be awarded a score of 40% and a

D* grade when they meet the criteria for assessment.

- x. a trainee shall be allowed to graduate with an un-cleared supplementary in any course unit.
- xi. a trainee undertaking reassessment **shall be charged a stipulated fee per examination paper.**
- xii. a trainee who fails repeat assessments for more than two (2) times will be required to repeat the unit afresh at own cost.
- xiii. a trainee who scores three (3) or more E grades in one sitting shall be required to repeat the terms course at their own cost.

4.14 SPECIAL ASSESSMENT

- i. special assessment shall be offered to a trainee who misses an assessment due to unavoidable circumstances.
- ii. such a trainee shall be required to request for permission to miss the scheduled assessment in the prescribed form in which case he/she must submit valid evidence to support the reasons for missing the assessment. The form must be signed by both the Dean of trainees, respective Head of the host department and Head of Examinations.
- iii. special assessment shall be done when the units missed are on offer or as determined by the Academic Committee.
- iv. a trainee shall make an application for a special examination to Head of Examinations through respective Head of the host department using the prescribed form.
- v. a trainee who fails in special assessment shall undertake a repeat assessment as per the clauses on repeat assessment.

4.15 APPEAL FOR RE-ASSESSMENT AND RE-MARKING

- i. a candidate who is not satisfied with the marks and/or grade they have been awarded in an assessment may appeal for remarking in writing to the Head of Examinations within 14 days after release of the results.
- ii. a different examiner will be appointed to remark the paper.
- iii. the mark and the grade recommended by the examiner after re-marking shall be final.
- iv. the remarking shall attract a **stipulated fee** per paper.

4.16 COURSE ASSESSMENT RESULTS AND CERTIFICATION

4.16.1. GRADING SYSTEM

All KSTVET candidates shall be subjected to the following grading system on a termly basis as shown in table 4.1 below. This grading system shall apply to both formative and summative assessments. The cluster of marks in table 4.1 will be used to determine the grade awarded in a given unit.

Table 4.1: Grading System

Raw Scores	Letter Grade	QUALITY POINTS
80 – 100	A	12
76 – 79	A-	11
72 – 75	B+	10
68 – 71	B	09
64 – 67	B-	08
60 – 63	C+	07
56 – 59	C	06
52 – 55	C-	05
48 – 51	D+	04
40 – 47	D	03
30 - 39 Supplementary Grade	SUP	02
0 - 29 Failure Grade	E	0

4.16.2 GPA COMPUTATION

Table 4.2: An illustration of how GPA is computed

UNIT	GRADE	QUALITY POINTS	MULTIPLY BY	HOURS PER WEEK	EQUALS	TOTAL QUALITY POINTS
Business English	B-	8	*	3	=	24.0
Fin. Accounting	B-	8	*	4	=	32.0
Business Finance	C	6	*	2	=	12.0
Economics	C+	7	*	3	=	21.0
ICT	C	6	*	3	=	18.0

History of Education	D	3	*	2	=	6.0
TOTALS				17 hrs.		113 quality points

The GPA is computed by dividing total quality points by the number of term hours per week. In this term, the trainee's term G.P.A is 6.65 (113 quality point/17 hrs).

Trainee's Cumulative G.P.A for the term will be the same as term G.P.A during the first term.

In the second term Cumulative G.P.A will increase or decrease depending on the number of quality points earned in term 1 and term 2 divided by total hours in term one and term two.

4.16.3 GRADING CATEGORIES FOR CERTIFICATION

Table 4.3:

CATEGORY FOR CERTIFICATION	STANDARDIZED SCORE G.P.A.	RAW SCORE G.P.A.	TRAINING PRACTICE
1st Class	8.4 – 12	10.20 - 12.00	B and above
2nd Class	7.2 - 8.3	8.00 - 10.19	C+ and above
3rd Class	4.0 - 7.1	4.00 - 7.99	D and above
Referral	Below - 4.0	Below - 4.0	Below D-

A trainee repeating training practice shall be awarded grade "D" for Training practice assessment and a Third-Class overall.

4.17 END OF TERM RESULTS & ACADEMIC TRANSCRIPTS

- trainees undertaking assessment shall be issued with an Academic report (Progress Report) after the academic award meeting, which they will be able to download from their trainee portal. The Head of Examination Department shall avail the results in the trainees portal.
- the Academic report shall indicate the average score in percentage (%) in each subject, number of hours per week per unit, letter grade, unit trainer, term and G.P.A.
- a trainee shall be issued with a final Academic transcript and certificate by the Examinations Department after graduation.

4.18 ACADEMIC DISHONESTY

trainees involved in any form of academic dishonesty shall be discussed during the final Academic committee awards meeting and a recommendation made on action to be taken.

Common assessment malpractices include but are not limited to the following:

	MALPRACTICE	PENALTY
1.	Possession of unauthorized material in the assessment room.	<ul style="list-style-type: none">• The assessment to be nullified• Be awarded Y grade.• Be suspended for one academic year and sit for the examination after one year when on offer.• The paper must be cleared within two years.
2.	Copying from unauthorized material carried into the assessment room.	
3.	Circulating unauthorized written material to other candidates during an assessment.	
4.	Communicating orally with other candidates during the assessment	
5.	Copying from other candidates' examination work in the assessment	
6.	Willful disruption of assessments	<ul style="list-style-type: none">• The trainee assessment to be nullified.• trainee taken through disciplinary action which may lead to suspension or expulsion.• The culprits may be handed over to the police for further investigations and action
7.	Impersonation to include but not limited to the following: <ul style="list-style-type: none">i. doing an examination for another personii. using forged documentsiii. using someone else examination cardiv. using credentials of another personv. permit someone else to use their credentials	<ul style="list-style-type: none">• The trainee shall be awarded a zero grade.• The culprits may be handed over to the police for further investigations and action.• trainee to be suspended for one academic year• trainee to be allowed to sit the examination when it is next on offer after one academic year.• The paper must be cleared within two years.
8.	Repeated commission of assessment offenses	<ul style="list-style-type: none">• The assessment to be nullified

		<ul style="list-style-type: none"> ● trainee taken through disciplinary action which may lead to suspension or expulsion.
9.	Failure to submit the assessment material or booklet	<ul style="list-style-type: none"> ● The trainee shall be awarded a zero grade. ● trainee to be suspended for one academic year. ● trainee to be allowed to sit the examination when it is next on offer after one academic year. ● The paper must be cleared within two years.
10.	Tampering with evidence for alleged malpractice	<ul style="list-style-type: none"> ● The assessment to be nullified ● Award a zero in the unit. ● Suspended for one academic year
11.	Using programmable calculators when not required	
12.	Having digital devices such as mobile phone, smart watches, smart glasses, earphones/headphones, AI generated content etc. in the examination room.	
13.	Plagiarism	

4.19 trainee RESPONSIBILITY ON ASSESSMENT INTEGRITY

trainees ensure assessment integrity by:

- i. not participating directly or indirectly, in any assessment malpractice
- ii. discouraging academic dishonesty among fellow trainees.
- iii. reporting academic dishonesty practices witnessed to their Trainers or Heads of department.

4.20 COLLEGE RESPONSIBILITY ON ASSESSMENT INTEGRITY

The college shall ensure assessment integrity by:

- i. creating an environment of high academic integrity by adhering to regulations of this academic policy.
- ii. sensitizing trainees on the need to observe academic integrity

- iii. discouraging acts of academic dishonesty
- iv. implementing the recommended procedures for dealing with academic dishonesty

4.21 MISSING MARKS

It is the responsibility of the Heads of academic departments to ensure that all trainees receive marks for all assessments undertaken. If by any chance a trainee has a missing mark, the Heads of academic departments shall ensure the marks are captured using the KSTVET missing mark form.

4.22 REMOTE ASSESSMENT REGULATIONS AND GUIDELINES

These regulations and guidelines govern the conduct of remote and online assessments at the Kenya School of TVET. They apply to all trainers and trainees involved in online assessment. All other provisions of the KSTVET Academic Policy remain in force alongside these guidelines.

4.22.1 General Principles OF ONLINE ASSESSMENT

- i. online assessments shall be administered through the KSTVET Learning Management System (LMS)
- ii. all online assessments, including formative and summative assessments, shall be designed and conducted in accordance with the KSTVET academic policy.
- iii. trainees undertaking online assessments shall meet the minimum technical and connectivity requirements prescribed by the online assessment procedures and regulations.
- iv. the Head of ODeL shall ensure that required technical support is available to trainees to facilitate the conduct of online assessments.
- v. the school shall provide reasonable accommodation for trainees with disabilities or other approved special needs in accordance with the relevant KSTVET policies.
- vi. assessment records and learner information generated through online assessments shall be managed in accordance with the KSTVET Data Protection and Records Management policies.

4.22.2 Administration and Conduct of Online Assessment

- i. all online assessments shall be conducted in consultation with ODeL Department
- ii. candidates undertaking remote assessments shall verify their identity using the authentication method prescribed by the school before commencing the assessment.
- iii. Attendance of candidates during remote assessments shall be verified and recorded using school-approved attendance management mechanisms.
- iv. approved online invigilation or proctoring mechanisms shall be employed to safeguard the integrity, authenticity, and credibility of remote assessments.
- v. trainers participating in remote assessment invigilation shall comply with the Remote Assessment Procedures and Guidelines issued by the school.
- vi. any form of examination malpractice, including impersonation, plagiarism, collusion, unauthorized collaboration, unethical use of Artificial Intelligence (AI) tools, or any other act

- intended to gain an unfair advantage, shall constitute examination misconduct and shall be handled in accordance with the KSTVET assessment policy.
- vii. technical disruptions experienced during remote assessments shall be managed in accordance with the school Remote Assessment Procedures and approved examination procedures.
 - viii. the Head of ODeL shall be responsible for overseeing compliance with this policy and ensuring the integrity and quality of all remote assessments

4.22.3 Technical Failure and Assessment Continuity

- i. the school shall establish and maintain procedures for managing technical disruptions that may occur before or during remote assessments.
- ii. trainees are responsible for ensuring that they have the minimum technical requirements necessary to undertake remote assessments as prescribed by remote assessment procedures and regulations.
- iii. the trainees shall be provided technical support to facilitate the conduct of remote assessments and minimize disruptions.
- iv. where a verified technical failure prevents a trainee from completing an assessment, the school may grant appropriate remedies, including additional time, continuation of the assessment, or rescheduling, in accordance with the school Examination Rules and Remote Assessment Procedures.
- v. requests for special consideration shall be subject to verification and approval in accordance with KSTVET academic policy.
- vi. the Head of ODeL shall communicate contingency arrangements for online assessments through the appropriate academic and administrative channels.

4.23 CERTIFICATION POLICY

4.23.1 Certification Policy For Kstvet Programs

- i) graduates shall collect their certificates and transcripts within one year of the date communicated by the school after graduation. Uncollected certificates and transcripts after expiry of this period will attract a stipulated storage fee per year.
- ii) certificates shall be issued only to the trainee or the registered next of kin as recorded in the system in accordance with established certificate issuance procedure.
- iii) a lost or defaced certificate shall be replaced with a **copy of original certificate** at a stipulated fee. The copy shall be processed upon submission of the following: a formal request letter from trainee, proof of payment of stipulated fee, defaced certificate, national ID, a copy of lost certificate if available and police abstract.
- iv) verification of certificates and transcripts shall be carried out upon submission of the original or copy of the certificate and/or transcripts, an official request letter or email from the institution or organization.

4.23.2 Policy For Joint Certification

- i. the school may offer a certificate jointly with training partners, regulatory bodies, industry and sponsors
- ii. programs eligible for joint certification may be co-developed, validated and approved by all participating institutions and aligned with national TVET standards.
- iii. certificates may bear the names and logos of all certifying institutions.
- iv. joint certification agreements shall be required through signing of Memoranda of Understanding (MoUs) or partnership contracts.

4.24 USE OF ARTIFICIAL INTELLIGENCE (AI) IN ACADEMIC WORK

Artificial Intelligence (AI) tools, including but not limited to generative AI, machine translation, chatbots, writing assistants and automated solvers, are increasingly present in teaching, learning and assessment. This section provides guidance on the acceptable use of AI in academic work at KSTVET, clarifies prohibited practices, sets out disclosure and ethical requirements, and outlines KSTVET's commitment to building AI literacy among trainers and trainees. It applies to all coursework, projects, research, Training Practice (TP) reports and assessments, whether conducted on-campus, remotely, or online.

4.24.1 Acceptable Educational Use of AI

Subject to specific guidelines issued by a Trainer or Department for a given unit or assessment, trainees and trainers may use AI tools to support, and not replace, learning and academic work. Acceptable uses include:

- i. researching and clarifying difficult concepts or gaining an initial understanding of new topics.
- ii. brainstorming ideas, or outlining and structuring assignments and projects prior to independent writing.
- iii. improving the grammar, language and clarity of a trainee's own original work.
- iv. generating practice questions or self-assessment exercises for study purposes.
- v. assisting with coding, data analysis or design tasks as a learning aid, provided the trainee can explain and defend the resulting work.
- vi. supporting trainees with disabilities through approved assistive AI technologies.
- vii. use by Trainers in preparing teaching materials, differentiated instruction and assessment design, provided the final content is reviewed and validated by the Trainer.

4.24.2 Prohibited Use of AI

The following uses of AI constitute examination or assessment malpractice and shall be handled in accordance with section 4.18 and 4.22.2 (vi) of this policy:

- i. submitting AI-generated text, code, calculations or other ouTPut as one’s own original work without disclosure.
- ii. using AI tools during timed, invigilated or closed-book assessments unless expressly authorized in the assessment instructions.
- iii. using AI to generate whole or substantial parts of assignments, projects, research work or Training Practice (TP) reports intended to demonstrate a trainee’s individual competence.
- iv. using AI to fabricate data, citations, references or sources.
- v. uploading confidential assessment materials, question papers or trainee data to public or unapproved AI tools or platforms.

4.24.3 Disclosure Requirements

Where the use of AI is permitted for a given piece of academic work, trainees shall disclose such use in accordance with guidelines issued by the Trainer or Department, including:

- i. naming the AI tool(s) used;
- ii. describing the specific purpose for which the tool was used (e.g., editing, brainstorming, translation);
- iii. indicating which sections or aspects of the submitted work involved AI assistance; and
- iv. retaining, where requested, records such as prompts used or chat logs for verification purposes.

Failure to disclose permitted AI use, or misrepresenting AI-generated content as one’s own independent work, shall be treated as academic dishonesty under section 4.18 and 4.22.2 (vi) of this policy.

4.24.4 Ethical Use of AI

Trainees and trainers using AI tools shall observe the following ethical principles as guided by data protection Act of 2019, cybersecurity Act of 2025, Kenya Artificial Intelligence strategy 2025-2030:

- i. users remain fully responsible for the accuracy, quality and integrity of any work submitted and shall independently verify ai-generated content before relying on it.
- ii. ai-generated content shall not be used to infringe copyright or to misrepresent authorship.
- iii. users shall remain alert to bias, inaccuracies or inappropriate content that ai tools may generate.
- iv. use of ai shall be disclosed as required under section 4.24.3 of this policy.
- v. ai shall be used to enhance, and not substitute, genuine learning and the development of competencies required for certification.

4.24.5 AI Literacy for Trainers and Trainees

KSTVET is committed to building the capacity of trainers and trainees to use AI tools responsibly and effectively. To this end, the school shall:

- i. incorporate ai literacy and responsible ai use into trainee induction and orientation programmes;
- ii. include ai literacy, digital pedagogy and responsible ai use as part of the continuous professional development (CPD) programmes for trainers under chapter six of this policy;
- iii. issue and periodically update practical guidelines and frequently asked questions on acceptable and prohibited ai use;
- iv. encourage departments to embed ai literacy within relevant curricula, where appropriate to the competencies being developed; and
- v. sensitize trainees and trainers on emerging ai-related risks, including over-reliance, misinformation, and data privacy concerns.

CHAPTER FIVE: TRAINING PRACTICE (TP) POLICIES

5.1 TRAINING PRACTICE ASSESSMENT

The Training Practice Department is responsible for:

- i. establishing and maintaining relationships with various training institutions and organizations;
- ii. identifying potential placement opportunities for trainees;
- iii. providing trainees with necessary information to prepare them for their placements;
- iv. matching trainees skills level, competencies and area of study with placement opportunities;
- v. monitoring and evaluating the trainees and maintaining regular contact with both trainees and host institutions;
- vi. resolving issues and concerns that may arise between trainees and host institutions during the placement period;
- vii. collecting feedback from both trainees and host institutions at the conclusion of the placement;
- viii. assessing and grading trainees based on their performance during the placement period;
- ix. maintaining records of placements, including details about the host institution, trainees, and feedback received;
- x. ensuring that all placements adhere to legal and regulatory requirements, including labor laws, safety standards and any other relevant regulations;
- xi. developing training practice budget.
- xii. managing departmental performance targets.

5.2 TRAINING PRACTICE REQUIREMENTS

A TP bound trainee shall:

- i. successfully complete the academic course work before proceeding for TP assessment.
- ii. select a suitable TP institution.
- iii. register for TP
- iv. attend and complete the TP briefing course before proceeding for training practice.
- v. be assessed at least twice by KSTVET assessors.

5.3 TP DEFERMENT

A trainee who has successfully completed course work:

- i. may defer TP assessment for a period of not more than one year.
- ii. shall take a refresher course in special training methods (micro teach) at their own cost before the TP assessment if the deferment takes more than one year but less than two years.
- iii. shall enroll afresh if the deferment takes more than two (2) years.

5.4 COMMON CAUSES FOR DEFERRAL

Deferral in training practice may be caused by but not limited to the following:

- i. incomplete course
- ii. fees not cleared
- iii. academic leave (paternity, maternity, medical and any other case)
- iv. non-application/lateness – TP application/placement
- v. inadequate loading (wrong subjects' area, inadequate hours - 8-10 hours for tvets, 12-18 for basic and inadequate trainees - less than 10)
- vi. advice from the teaching practice institution

5.5 TRAINING PRACTICE EXTERNAL ASSESSMENT

External assessors shall assess a representative sample of all trainees on Training Practice.

5.6 TRAINING PRACTICE GRADING

Training Practice shall be assessed using the grading system as shown in Table 5.1 below:

Letter Grade	Percentage	Description
A	85 – 100	Excellent
A-	80 – 84	Excellent
B+	75 – 79	Very Good
B	70 – 74	Very Good
B-	65 – 69	Good
C+	60 – 64	Good
C	55 – 59	Average
C-	50 – 54	Average
D+	45 – 49	Referral
D	40 – 44	Referral
D-	30 – 39	Referral
E	0 – 29	Failure Grade

Table 5.1

5.7 TRAINING PRACTICE REFERRAL

A trainee who obtains a 'D- to D+' (30-49) grade in Training Practice shall be referred.

Such a trainee shall:

- i. be allowed to retake TP in the subsequent training practice, but not later than one (1) year from the time of the referred assessment.
- ii. be required to undertake special training methods (micro teach) at their cost before retaking the TP, if the refer takes more than one year but less than two years.
- iii. enroll afresh if he/she takes more than two (2) years after being referred.
- iv. be awarded a supplementary grade of 40% after passing TP reassessment
- v. meet the cost of TP re-assessment

5.8 FAIL IN TRAINING PRACTICE

A trainee who Scores 0-29% in TP assessment shall:

- i. score a failure grade
- ii. be deemed 'not yet competent' and required to undertake training methods and special training methods (micro teach) at their own cost before retaking the TP within two (2) years after the first assessment.
- iii. be awarded a supplementary grade of 40% after passing TP reassessment
- iv. meet the cost of TP re-assessment
- v. be deemed 'not competent' if he or she fails the reassessment and shall be discontinued

5.9 COMMON CAUSES OF REFERRAL AND FAILURE IN TRAINING PRACTICE

Referral and failure in training practice may be caused by but not limited to the following:

- i. failure to adhere to the code of regulations for trainers as stipulated in the teachers service commission (tsc) code of regulations or public service code of conduct and ethics.
- ii. failure to share accessible e-portfolio links within the specified time.
- iii. failure to plan for training (teaching without training documents).
- iv. absence from duty without official permission.
- v. disrespect to authority.
- vi. desertion of TP institution before end of the TP exercise.
- vii. failure to present self for assessment.
- viii. unbecoming/unethical behavior such as drunkenness, drug abuse, rudeness and attempt to bribe their way.
- ix. chronic lateness and absenteeism.

CHAPTER SIX: CONTINUOUS PROFESSIONAL DEVELOPMENT(CPD) PROGRAMMES POLICY

6.0 INTRODUCTION

Continuous Professional Development (CPD) is a structured and systematic process through which TVET trainers/practitioners enhance their pedagogical, technical and professional competencies to meet dynamic industry and educational demands.

The continuous professional development section shall be responsible for:

- i. conducting training needs assessment on continuous professional development of tvet practitioners
- ii. developing and reviewing CPD programmes
- iii. procuring training resources for CPD training
- iv. conducting training of CPD programmes;
- v. implementing recognition of prior learning (RPL) programs.
- vi. ensuring equitable access to CPD opportunities.
- vii. developing internal quality assurance mechanisms for CPD training.
- viii. monitoring and evaluating CPD programs.
- ix. providing a list of qualified participants for certification.

6.1 CPD COURSES

KSTVET shall offer Continuous Professional Development (CPD) programmes on a need basis.

Appropriate CPD points shall be awarded by the relevant authority in accordance with the CPD policy.

Minimum CPD Requirements

- i. KSTVET shall serve as the principal body responsible for developing and quality-assuring all Continuous Professional Development (CPD) programs offered to TVET trainers, instructors, assessors, and administrators within the technical and vocational education and training sector. All TVET trainers and instructors are required to complete CPD hours/points per [year/cycle], as prescribed by TVETA, in order to maintain active registration, licensing, or certification status.
- ii. CPD points/hours shall be earned exclusively or primarily through programs, courses, and activities that have been developed, accredited, or formally recognized by KSTVET, ensuring consistency, quality, and relevance across the TVET sector.
- iii. eligible cpd activities include, but are not limited to: kstvet-accredited training courses, pedagogical and competency-based education (cbet) workshops, industry attachment programs, conferences and seminars endorsed by kstvet, mentoring and coaching delivered through approved frameworks, self-directed study using kstvet-curated resources, and on-the-job learning verified against competency standards.
- iv. where tvet trainers hold dual accreditation with other professional or regulatory bodies (e.g., engineering, health, or trade associations), KSTVET CPD requirements shall apply in addition to,

and where possible be harmonized with those external requirements, with KSTVET retaining oversight of sector-specific competency development.

- i. KSTVET shall maintain a centralized CPD registry and tracking system to record, verify, and audit CPD activities completed by TVET trainers and institutions nationwide.
- ii. institutions and employers within the tvet sector shall facilitate employees' access to kstvet-developed CPD programs and shall not substitute non-accredited training in lieu of KSTVET-recognized CPD activities without prior approval.
- iii. KSTVET shall monitor, evaluate and periodically review and update CPD content, hour requirements, and competency frameworks to reflect evolving industry standards, technological change, and national TVET policy priorities.

6.2. IMPLEMENTATION OF RECOGNITION OF PRIOR LEARNING (RPL)

To fulfil its statutory mandate in capacity building for the TVET sector, the Kenya School of Technical, Vocational, Education and Training (KSTVET) shall provide Recognition of Prior Learning (RPL) Practitioner Training in accordance with national policies, the Kenya National Qualifications Framework (KNQF) and relevant regulatory requirements.

To guide the training, the school shall undertake the following policy provisions:

- i. train the practitioner who will meet the RPL requirements as per tveta standards.
- ii. develop and implement RPL practitioner training programmes that meet national quality assurance standards and labour market needs.
- iii. train and certify RPL practitioners with the knowledge, skills, and attitude required to plan, facilitate, assess, and manage RPL processes.
- iv. deliver RPL practitioner training through approved flexible learning modes, including face-to-face, blended, online, and workplace-based learning, while maintaining academic quality.
- v. promote equitable access to RPL practitioner training by ensuring inclusive participation without discrimination based on gender, age, disability, or other protected characteristics.
- vi. monitor, evaluate and periodically review RPL practitioner training programmes to ensure compliance with institutional standards and national quality assurance frameworks and to support continuous improvement.

CHAPTER SEVEN: RESEARCH, INNOVATION & EXTENSION SERVICES POLICY

7.0. RESEARCH, INNOVATION & EXTENSION SERVICES

Research, Innovation and Extension Services promotes knowledge creation, innovation, technology development, and community engagement. It coordinates applied research, supports innovation, extension services, and facilitates collaboration with industry, government agencies, research institutions, and communities to address workplace challenges, emerging technologies, and national development needs. It promotes knowledge transfer, skills development, ethical research practices, and the integration of research findings into training and curriculum improvement, contributing to an industry-responsive, innovative and sustainable institution for trainer training. The RIES directorate shall provide support to the: admissions, training, CPD, assessment, and training practice departments.

The roles of research, innovation and extension services include:

- i. developing proposals for research;
- ii. collecting, analysing and interpreting research data;
- iii. preparing research reports;
- iv. conducting tracer studies;
- v. managing research database for the school;
- vi. establishing research linkages between the school and industries;
- vii. establishing partnerships and collaborations with industries, government agencies, and development partners;
- viii. conducting consultancy services;
- ix. promoting innovation and technology transfer between the school and industry;
- x. monitoring trainers on industrial attachments, apprenticeships and workplace-based training programs;
- xi. maintaining databases of industry partners;
- xii. conducting extension services activities;
- xiii. monitoring and evaluating partnership outcomes, preparing reports and recommendations for policy and operational improvement;
- xiv. establishing and managing innovation hubs and incubation centers;
- xv. supporting the trainees and staff innovation projects;
- xvi. identifying and pursuing research funding opportunities;
- xvii. managing research grants and ensuring compliance with set grant requirements;

7.1 ADMISSIONS

The RIES directorate shall provide recommendations to the admissions department on how admissions practices may remain relevant and responsive through integration of evidence-based research findings into the admission practices, policies, and procedures.

The RIES directorate shall:

- i. conduct tracer studies and labour market research and provide recommendations to the admissions department on relevance of programs and admission quotas
- ii. conduct periodic analyses of course completion, graduation, and dropout rates and provide evidence based recommendations to the admission department in order to inform admissions quotas and program adjustments.

7.2 TRAINING

The RIES directorate shall:

Provide recommendations to the Academics directorate on the integration of applied research findings into curriculum development, implementation, and training delivery ensuring that KSTVET training programs remain relevant and responsive to the industry needs and demands.

Establish innovation, incubation hubs and technology transfer centers to support KSTVET staff and trainees to innovatively apply the knowledge and skills gained through training.

Support the Academics directorate in coordinating training consultancy and extension projects in order to ensure that the training consultancies and extension initiatives undertaken by KSTVET align with industry needs and best practices.

Support the Academics directorate in conducting impact analysis of KSTVET academic programs.

7.3 ASSESSMENT

The RIES directorate shall:

- i. support the assessment department in developing research-informed assessment frameworks and guidelines that ensure development of kstvet assessment tools capture innovation and workplace competencies in an ethical manner.
- ii. support the assessment and certification department in monitoring and evaluating assessment outcomes to inform development of data and research driven assessment practices.
- iii. present to the assessment department recommendations from tracer studies for continuous improvements.

7.4 CONTINUOUS PROFESSIONAL DEVELOPMENT

The RIES directorate shall:

- i. support the KSTVET CPD department in consultancy services as need arises.
- ii. maintain a database of industry and consultant partners supporting the development and implementation of responsive CPD initiatives at KSTVET.

- iii. support the KSTVET CPD department in identifying and pursuing funding and collaboration opportunities to sustain CPD programs.
- iv. support the KSTVET CPD department in monitoring and evaluating partnership outcomes to continuously improve CPD delivery.
- v. support the CPD department in conducting impact analysis of KSTVET CPD programs.

7.4 TRAINING PRACTICE

The RIES directorate shall recommend to the training practice department on integration of relevant training research findings into training practice assessments in order to support the development of evidence based training practice guidelines by the training practice department.

7.5 ATTACHMENT OF TRAINERS

The RIES directorate will monitor trainers on industrial attachments and workplace-based training programs.

KSTVET trainers shall undergo industrial attachment in their skill areas once every 3 years as prescribed by TVET Authority or as per other professional regulatory bodies.

7.6 COLLABORATIONS AND INDUSTRY PARTNERSHIPS

7.6.1 COLLABORATIONS

Collaborations may or may not involve a formal contractual arrangement, and shall include:

- i. benchmarking and study visits with peer institutions, locally and internationally;
- ii. joint curriculum development, review or validation with other training or academic institutions;
- iii. co-delivery of training programmes, joint continuous professional development (CPD) offerings, or joint examinations;
- iv. staff and trainee exchange programmes;
- v. joint research, innovation and extension activities;
- vi. joint consultancies undertaken with international or local partner institutions;
- vii. participation in professional and academic networks, consortia and communities of practice.

7.6.1.1 INTERNATIONAL PARTNERS AND INSTITUTIONS

Engagements with international partners shall be guided by the following:

- i. any international institution or partner expressing interest in a collaboration with KSTVET shall submit a concept note or expression of interest outlining the nature, scope, duration and expected outcomes of the proposed engagement to the school.
- ii. the school shall conduct an initial screening of the proposal against KSTVET's mandate and strategic priorities, and shall verify the legal standing, reputation and track record of the prospective partner before any commitment is made.
- iii. where the proposal involves specific academic departments, the RIES directorate shall consult the relevant Head(s) of Department on the technical merit and resourcing implications of the proposed engagement.
- iv. proposals found to be viable shall be presented to the Academic Board, and where they carry significant financial, legal or reputational implications, to the Chief Executive Officer or Council, for approval prior to further negotiation.
- v. engagements with foreign government agencies, multilateral organizations or international development partners shall additionally be referred to the relevant Government of Kenya coordinating authority, where required by law or by the terms of the partner's engagement.

7.6.1.2 JOINT CONSULTANCIES

- i. KSTVET may undertake joint consultancies with international or local partner institutions where doing so advances its research, innovation and capacity-building mandate and generates value for the School.
- ii. joint consultancies shall be governed by a written agreement specifying the scope of work, the respective roles and contributions of each party, the sharing of proceeds, intellectual property ownership, confidentiality, and dispute resolution.
- iii. KSTVET's participation in a joint consultancy shall be consistent with its consultancy and income-generation policy, and any trainer or staff member participating shall do so with the prior approval of Director Academic and student affairs.
- iv. the RIES directorate shall maintain oversight of all joint consultancies to safeguard quality, ethical conduct and alignment with the School's mandate and reputation.

7.6.2 INDUSTRY PARTNERSHIPS

Scope

In line with its mandate to build the capacity of TVET practitioners, KSTVET shall pursue industry partnerships in particular for:

- i. training Practice placements, apprenticeships and workplace-based learning for trainees;
- ii. industrial attachment and internship for KSTVET trainers and faculty, for capacity building;
- iii. consultancy, innovation, incubation and technology transfer; and
- iv. accreditation, licensing or recognition of CPD activities, where the partner is a professional or regulatory body.

7.6.2.1 MONITORING, EVALUATION AND REVIEW OF INDUSTRY PARTNERSHIPS

- i. the RIES directorate shall monitor and evaluate the outcomes of industry partnerships, including their contribution to trainee placement, faculty capacity building and training relevance.
- ii. each industry partnership shall be reviewed at least once every two (2) years, or upon expiry of its governing instrument, to determine renewal, revision or discontinuation.
- iii. feedback from trainees, trainers and host industry partners shall be collected at the end of each placement or attachment cycle and used to inform continuous improvement of the partnership.
- iv. findings from partnership reviews shall be reported to the Academic Board and shall inform curriculum review, programme development and future partner selection.

7.6.3 GENERAL SAFEGUARDS

- i. any staff member or trainer engaging with a collaborator or industry partner on behalf of KSTVET shall declare any conflict of interest prior to establishment of the engagement.
- ii. all collaborations and industry partnerships shall comply with KSTVET's conflict of interest, intellectual property, data protection and confidentiality requirements.
- iii. external engagement of a KSTVET trainer arising from a collaboration or industry partnership shall not compromise the trainer's primary teaching, assessment and Training Practice supervision duties.
- iv. any fees, honoraria or other consideration arising from collaborations or industry partnerships shall be handled in accordance with KSTVET's consultancy and income-generation policy.

7.7 GRADUATE TRACER STUDIES

The school shall conduct graduate tracer studies to establish the employability, career progression and relevance of its training programmes, and to inform curriculum and programme improvement. Graduate tracer studies shall be undertaken as follows:

- i. the RIES directorate shall undertake graduate tracer studies at least once every two (2) years.
- ii. tracer studies shall gather information on graduate employment status, employer satisfaction, relevance of skills acquired and areas requiring improvement.
- iii. the RIES directorate shall maintain an updated database of graduates to facilitate tracking and engagement for tracer study purposes.
- iv. findings from graduate tracer studies shall be presented to the Academic Board and shall inform programme reviews, curriculum development and career guidance services.
- v. the school shall use graduate tracer study findings to strengthen linkages with industry and other employers of its graduates.
- vi. graduate tracer study findings shall be disseminated to relevant departments and integrated into programme reviews, curriculum development and strategic planning.

CHAPTER 8: LIBRARY AND LEARNING RESOURCE SERVICES POLICY

8.1 Library Services

Library Services Department shall provide, manage and facilitate access to current information resources that directly support technical training, research and the implementation of Competency-Based Education and Training (CBET).

The Kenya School of TVET (KSTVET) is committed to providing a robust, state-of-the-art information resource ecosystem that supports technical teacher training, practical innovation, and the rigorous implementation of competency-based education and training (CBET). The library services department shall function as a strategic hub for knowledge acquisition, digital literacy, and industry-aligned technical resources. This framework ensures full compliance with the technical vocational education and training authority (TVETA) gazetted standards (TVETS 04:2019) for national polytechnics regarding space, technology, resources, and staffing.

8.2 SCOPE

This policy applies to all physical and virtual library spaces, the TVET Technology Hub, digital repositories, institutional assets, library staff, trainees, trainers, and authorized external researchers.

The roles of Library services include:

- i. providing library services at the School;
- ii. maintaining books, periodicals, journals and other reading materials;
- iii. cataloguing, classifying, indexing, shelving and abstracting books and periodicals;
- iv. ensuring compliance to library rules and regulations;
- v. preparing projections for future reference materials and archive old documents;
- vi. maintaining and ensuring safety and security of the library, books, materials, facilities and equipment;
- vii. issuing, recording, surcharging and returning of library resources to/from users in line with policy guidelines and regulations;
- viii. maintaining a database of all library books, materials, facilities and equipment;
- ix. automating/digitizing library services;

8.3 RESOURCE ACQUISITION AND COLLECTION CURRENCY

- i. all acquired information resources shall be relevant, sufficient in quality and quantity, and inclusive of specialized formats that cater to users with special needs.
- ii. all print, electronic, and multimedia acquisitions must directly map to Technical Vocational Education and Training Authority (TVETA) standards, active TVET curricula, and current industrial requirements.
- iii. the library shall prioritize current information resources—including core textbooks, technical manuals, and peer-reviewed journals—while systematically weeding out obsolete editions.

- iv. the library shall prioritize the procurement of e-books, specialized technical databases, and the institutional digital repository to ensure flexible, remote, and 24/7 access for both trainers and trainees.

8.4 LIBRARY RESOURCE DIRECTIVES AND COMPLIANCE

- i. the KSTVET library shall provide responsive information services to support quality technical training, pedagogy, and research across all academic departments. The following shall be observed:
- ii. the library shall collaborate continuously with Heads of Academic Departments to audit collections, identify resource gaps, and update course reading lists.
- iii. budgetary spending shall target print and digital media that capture global trends in technical education, automation, and evolving industrial technologies.
- iv. the library shall continuously fund and expand its local e-book databases and the TVET Technology Hub, guaranteeing reliable internet connectivity and seamless e-resource access.
- v. the library shall ensure that foundational resources are available before launch of any new academic programme.

8.5 LIBRARY STAFFING AND HUMAN RESOURCES

- i. the library shall be managed by a qualified Head of Library Services and supported by professional library personnel possessing competencies in modern information management and CBET resource curation.
- ii. the institution shall maintain professional staffing levels sufficient to support extended operational hours, facilitate information literacy training, and manage physical and digital repositories effectively.
- iii. in alignment with TVETA space standards, library staff work environments and service areas shall constitute 18 to 25 percent of the combined user seating and book stack area to ensure operational efficiency.

8.6 USER ACCESS AND RESOURCE OPTIMIZATION

- i. to maximize resource optimization, all library facilities, physical spaces, and premium digital collections are dedicated primarily to supporting KSTVET trainees, trainers, and staff.
- ii. to optimize institutional resources without compromising core mandates, access for external researchers and community members shall be granted exclusively through approved institutional outreach programs.
- iii. KSTVET internal users shall enjoy unrestricted access using standard institutional identification, whereas external guest participants may access specialized services only during designated community outreach schedules.

8.7 POLICY REGULATORY FRAMEWORK REFERENCE:

This policy framework is anchored on the Technical Vocational Education and Training Authority Gazetted Standards (TVETS 04:2019), specifically the TVET Standard for National Polytechnics Requirements and Guidelines (Pages 23-39), which regulates the uniform development of college libraries regarding space, services, technology, resources, and staffing.

8.8 MONITORING, EVALUATION, AND QUALITY GOVERNANCE

Head of Library Services shall submit comprehensive utilization reports to the Academic Board on a regular basis. These evaluations must detail database download statistics, physical gate counts, collection currency gap analyses, and user satisfaction metrics to ensure continuous quality improvement and compliance with TVETA guidelines.

Kenya School of TVET

CHAPTER NINE: QUALITY ASSURANCE POLICY

The school shall establish, implement, maintain and continually improve a Quality Assurance System to safeguard academic standards, enhance the quality of training, learning, assessment, research and innovation, promote accountability and evidence-based decision-making and ensure compliance with statutory, regulatory, accreditation requirements, established KSTVET procedures and ISO standards. The Quality assurance unit in the department of planning, quality assurance and resource mobilization shall coordinate all quality assurance activities, promote continuous institutional improvement and foster a culture of quality across all academic and support functions.

The Department of Planning, Quality Assurance and Resource Mobilization shall:

- i. develop, review and monitor implementation of quality assurance policies, procedures and guidelines.
- ii. coordinate institutional quality assurance activities
- iii. monitor compliance with academic standards and regulatory requirements
- iv. coordinate internal and external quality audits.
- v. monitor implementation of corrective and preventive actions arising from audits and reviews.
- vi. coordinate institutional performance evaluations.
- vii. promote benchmarking and dissemination of quality assurance best practices.
- viii. promote quality culture and continuous quality improvement.
- ix. prepare and disseminate institutional quality assurance reports.

9.1 SAFEGUARDING ACADEMIC QUALITY STANDARDS

All academic programs shall:

- i. be aligned to the approved academic framework and the school's mandate.
- ii. be adequately supported by qualified staff, learning resources and technology
- iii. be regularly monitored, evaluated and reviewed to ensure relevance, quality, effectiveness and sustainability
- iv. meet approved qualifications, accreditation and regulatory requirements
- v. be aligned with national development priorities, industry expectation and global best practices
- vi. have clearly defined programme objectives, learning outcomes and assessment standards
- vii. promote innovation, research, inclusivity and lifelong learning
- viii. promote learner-centred and competency-based education.
- ix. integrate industry participation in programme design, delivery and review.
- x. promote ethical conduct, academic integrity and fairness in assessment.
- xi. be benchmarked against national and international best practices.

9.2 INTERNAL QUALITY ASSURANCE

The school shall implement internal quality assurance through its QMS, programme reviews, internal audits, performance monitoring, risk management, stakeholder feedback and continuous improvement initiatives.

The following shall be undertaken:

- i. monitoring compliance with institutional policies, procedures, quality standards and statutory requirements
- ii. evaluating effectiveness of training, learning, assessment, research, innovations and support services
- iii. conducting periodic academic quality audits to assess compliance with institutional quality standards and identify opportunities for improvement.
- iv. undertaking departmental and institutional assessments to evaluate performance against established quality standards and institutional objectives.
- v. Promoting evidence-based decision-making through the collection, analysis and utilization of quality performance data.
- vi. identifying and addressing non-conformities, risks and opportunities for improvement through appropriate corrective and preventive actions.
- vii. benchmarking institutional processes and performance against national and international best practices to promote innovation and excellence.
- viii. maintaining accurate quality assurance records and documented evidence to support monitoring, reporting, audits, accreditation and continual improvement.
- ix. utilizing audit findings, performance indicators and stakeholder feedback to enhance institutional performance and support continuous quality improvement.

9.3 EXTERNAL QUALITY ASSURANCE

The School shall participate in periodic external quality assurance processes conducted by relevant regulatory bodies to ensure compliance with applicable standards, promote institutional accountability and enhance the quality and credibility of its academic programmes. Findings and recommendations arising from external quality assurance processes shall be used for continual improvement of academic processes.

The following shall be undertaken:

- i. assess compliance with established standards and accreditation requirements
- ii. provide independent evaluation of academic and school performance
- iii. facilitating external quality audits and compliance assessments to evaluate adherence to statutory, regulatory and institutional quality standards.
- iv. implementing and monitoring corrective and improvement actions arising from external quality assurance findings, accreditation reviews and regulatory inspections.
- v. using external quality assurance findings to strengthen academic programmes, institutional processes and strategic planning thereby promoting continuous quality enhancement and institutional excellence.

9.5 PEER REVIEW

The school shall institute a peer review mechanism as a key component of internal quality assurance to promote professional accountability and continuous improvement in training, assessment and research.

Peer review shall be conducted as follows:

- i. trainers shall undertake peer review of course materials, assessment instruments and delivery approaches within their departments on a regular basis.
- ii. peer review panels shall be constituted by Heads of Department and shall comprise trainers with relevant subject matter expertise.
- iii. peer review shall cover, among other areas, lesson delivery, assessment quality, moderation practices and adherence to approved curriculum and schemes of work.
- iv. findings and recommendations from peer review exercises shall be documented and shared with the trainers concerned and shall inform professional mentoring, coaching and continuous professional development initiatives aimed at strengthening staff competencies and academic excellence.
- v. departments shall maintain records of peer review exercises which shall be made available during internal and external quality assurance audits.
- vi. peer review shall promote mentoring, sharing of best practices, innovation and collaborative learning among trainers to enhance teaching, learning, assessment, research and continuous professional development among trainers.
- vii. peer observation of training shall be conducted periodically to promote reflective practice, improve instructional delivery and enhance the quality of teaching and learning.
- viii. the School may engage external peer reviewers, industry experts or academic specialists, where necessary to provide independent professional advice on programme quality, curriculum relevance, assessment practices and institutional performance.

9.7 CONTINUOUS IMPROVEMENT

The school is committed to continuous improvement as an integral part of its Quality Management System, aimed at enhancing the quality of training, assessment, research and service delivery. Continuous improvement shall be guided by the Plan–Do–Check–Act (PDCA) approach and informed by programme reviews, audit findings, stakeholder feedback, performance indicators and benchmarking outcomes.

Continuous improvement shall be undertaken as follows:

- i. findings from programme reviews, peer reviews, graduate tracer studies, internal and external audits, and stakeholder feedback shall be consolidated and analyzed to identify areas for improvement.
- ii. the Department of Planning, Quality Assurance and Resource Mobilization shall develop and maintain a continuous improvement action plan, with clear responsibilities and timelines.

- iii. departments shall implement approved corrective and improvement actions and report on progress to the Academic Board on a regular basis.
- iv. the school shall benchmark its processes and outcomes against national and international best practice to drive innovation and excellence.
- v. continuous improvement outcomes shall be documented and used to inform strategic planning, resource allocation and policy review.

9.8 STAKEHOLDER FEEDBACK

The School shall establish and maintain mechanisms for obtaining, analysing and utilizing stakeholder feedback to enhance the quality, relevance and effectiveness of its academic programmes, training, assessment, research, innovation and support services. Stakeholder feedback shall support evidence-based decision-making and continuous institutional improvement.

The following shall be undertaken:

- i. the school shall obtain feedback from trainees, graduates, trainers, staff, employers, industry, alumni, partners, professional bodies, regulatory agencies and other relevant stakeholders.
- ii. appropriate mechanisms including surveys, consultations, focus group discussions, meetings and digital feedback platforms, shall be used to collect stakeholder feedback on a regular basis.
- iii. stakeholder feedback shall be analysed and communicated to the relevant departments for appropriate action and quality improvement.
- iv. findings from stakeholder feedback shall inform academic programmes and training delivery, programme review, curriculum development, teaching and learning improvement, policy review, resource planning and institutional decision-making.
- v. the implementation and effectiveness of actions arising from stakeholder feedback shall be monitored and evaluated as part of the School's continuous improvement process.

APPEAL

Trainees have a right to appeal to the KSTVET academic board through the Chief Executive Officer on any decision that affects their academic wellbeing