



**TVET
CURRICULUM DEVELOPMENT,
ASSESSMENT AND CERTIFICATION
COUNCIL**





ROLE OF TVET CDACC

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INTRODUCTION

POLICY REFORMS

- The thrust of the Sessional Paper No. 4 of 2016 (formerly No. 14 of 2012) on 'Reforming Education and Training in Kenya' is the paradigm shift to embrace Competency Based Education and Training (CBET) especially in TVET system.



ESTABLISHMENT

- Establishment of TVET CDACC is provided for under Article 44 (1) of the Technical and Vocational Education and Training Act No. 29 of 2013.



MANDATE

- The Mandate of TVET CDACC is to undertake design and development of Curricula for the training institutions' examination, assessment and competence certification.



ROLE OF CDACC

1. Establish a **curriculum development** and review process
2. Establish an **assessment** and **certification** process
3. Accredit **curriculum developers, assessors, verifiers and assessment centers**



ROLE OF TVET CDACC CONT...

4. Coordinate the validation and endorsement of Competency Based Curriculum
5. Keep a register of all **accredited TVET programmes**
6. Appoint Sector Skills Advisory Committees (SSACs)



ROLE OF TVET CDACC-CONT'D

7. Advocate for the development and review of **Occupational Standards**

8. Grant permission to institutions to conduct **Recognition of Prior Learning (RPL)** assessments

9. **Certification** of competence



CBET CURRICULUM DEVELOPMENT

Two procedures may be followed;

1. Development from the Occupational Analysis report
2. Adapted or adopted from recognized sources



GAP IDENTIFICATION

The initiator establishes the existence of a performance/competence gap in the industry that can be addressed through training by:

- Conducting a Training Needs Assessment (TNA)
- Carry out a market scan
- Refer to existing reports e.g. World Bank Reports
- Labour Market Information from KNBS



INDUSTRY INVOLVEMENT


Formation of SSAC

- Initiator Identifies key industry stakeholders and form form a Sector Skills Advisory Committee (SSAC) to guide the development of Occupational Standards and Competency Based Curriculum.



OCCUPATION ANALYSIS

Occupation Analysis Workshop

- Expert workers identified and selected by Sector Skills Advisory Committee (SSAC) participate in a workshop to identify duties, tasks, tools, equipment, materials and supplies needed to carry out their job.
 - The product is a draft occupation analysis chart.
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VERIFICATION

Verification of Occupation Analysis

Report

- A different team of expert workers selected by the SSACs, verify and confirm the content of the occupational analysis chart.



TASK ANALYSIS

Analysis of the tasks


- Expert workers analyze tasks into steps/activities required to perform the duty.
- Experts also identify the performance standards; competencies and safety precautions necessary for each step.

NB: applies for new fields that need thorough scrutiny.



OCCUPATIONAL STANDARDS

Development of Occupational Standards

- Curriculum development initiator in collaboration with industry experts develops and packages occupational standards for each (Duty)/Unit of Competency in the occupation analysis chart/report.
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CURRICULUM PACKAGING

Packaging of Competency Based Curriculum

- Curriculum developer converts validated Occupational Standards into a Competency Based Curriculum by deriving learning outcomes from the OS.



EVALUATION


Evaluation of Curriculum

- The Council and the SSAC evaluate the draft Competency Based Curriculum against Occupational Standards, guided by curriculum development guidelines.



VALIDATION

Curriculum Validation

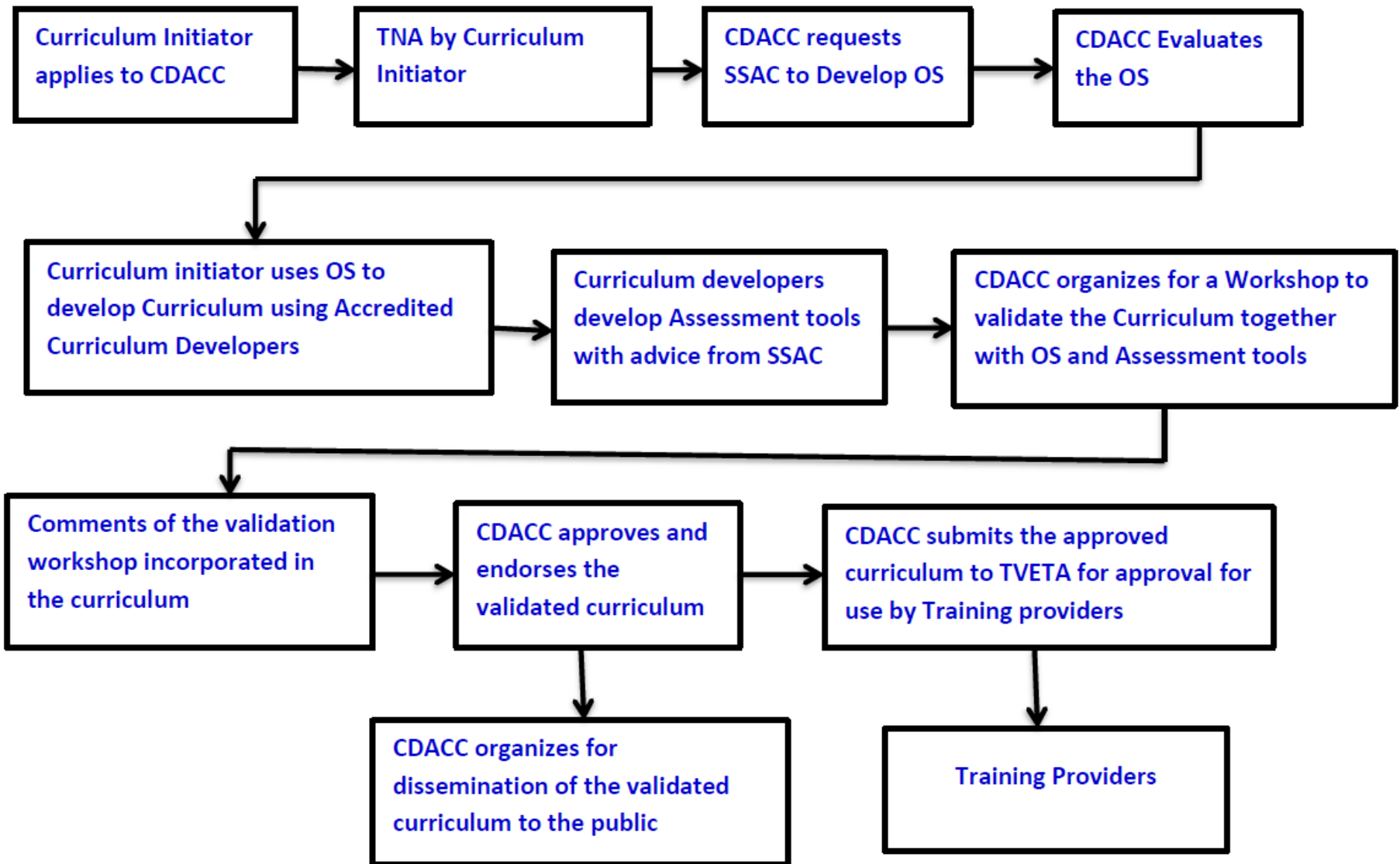
- Sector Skills Advisory Committee presents the draft curriculum to stakeholders in a workshop setting.
 - Comments from the stakeholders are considered for incorporation into the curriculum.
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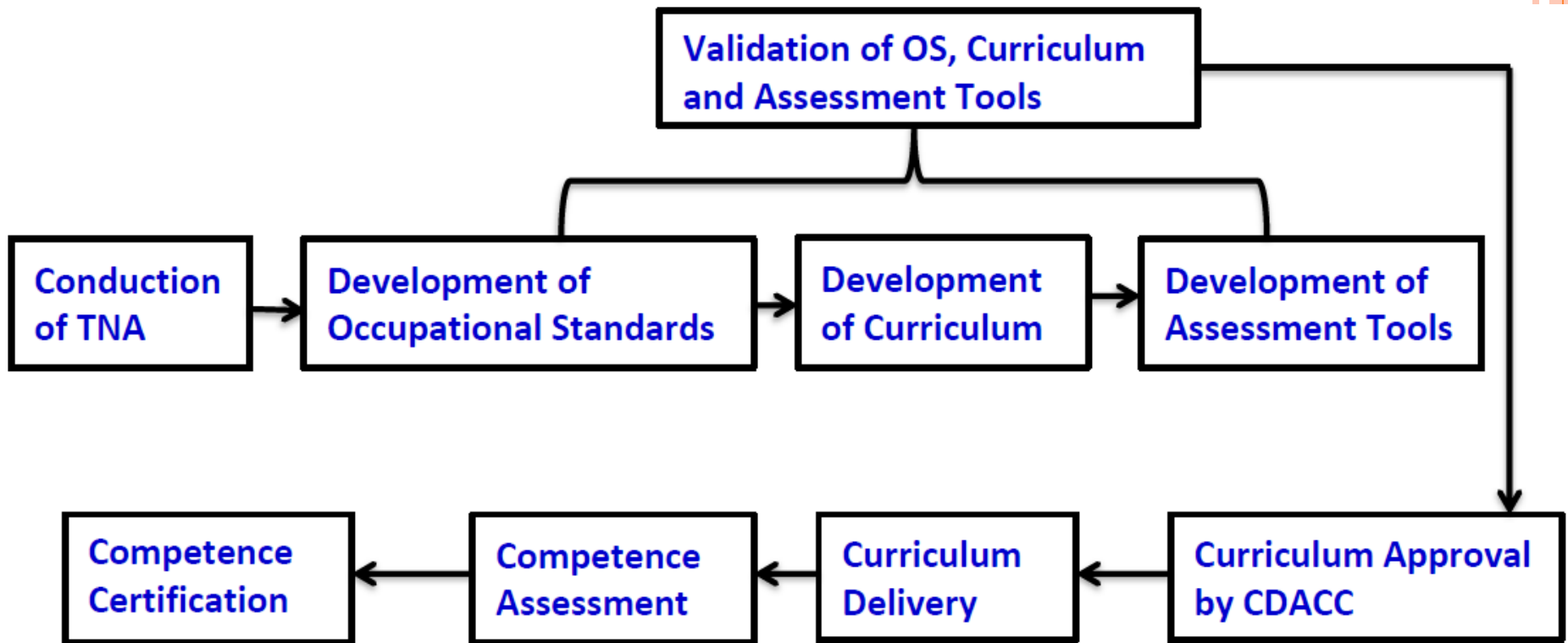
APPROVAL

Curriculum Approval

- Sector Skills Advisory Committee forwards the validated curriculum to the Council for approval for pilot implementation.
- The curriculum initiator pilots the curriculum.







Thank you

