



TVET Standard — Prior Learning Assessment and Recognition (PLAR) — Requirements and Guidelines

TVETS 02:2019

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REVISION OF TVET STANDARDS

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

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**TVET Standard — Prior Learning Assessment
and Recognition (PLAR) — Requirements and
Guidelines**

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

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Foreword

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

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

TVET Standards are developed through a Technical Committee that in consultation with key stakeholders representing government, regulatory and Professional bodies, Curricula development and Assessment agencies, academia, consumer groups, public and private colleges, universities and other interested parties.

Draft TVET Standards are circulated to stakeholders. The comments received are discussed and incorporated before finalization of the standards, in accordance with the Principles and procedures for development of Company Standards. Once finalized, the public are then notified through Government gazette.

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

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

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

TVET Regulations 2015.

TVET Act, 2013.

Policy for Recognition of Prior Learning (RPL) within the vocational education and training (VET) System – Namibia.

Caribbean Association of National Training Agencies (CANTA) Prior Learning Assessment and Recognition Policy and Guidelines Quality Assurance Committee Approved July 27, 2012.

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

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TVET Standard — Prior Learning Assessment and Recognition (PLAR) — Requirements and Guidelines

1 Scope

1.1 This TVET Standard prescribes requirements and guidelines applicable to all Prior Learning Assessment and Recognition (PLAR) providers in Kenya.

1.2 These requirements and guidelines cover the following aspects of PLAR implementation:

- a) Institutional readiness.
- b) Steps involved in the assessment process.
- c) Roles and responsibilities of all stakeholders involved in the process.
- d) Monitoring and quality assurance of the processes.
- e) Review of the PLAR Process.

2 Normative references

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

TVET Regulations 2015

TVET Act, 2013

Kenya National Qualification Framework (KNQF)

3 Terms and definitions

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

3.1 assessment

a systematic method of obtaining information from observation, tests and other sources, used to draw inferences about the performance and achievements of an individual to demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.

3.2 assessor

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

or

Refers to a person who instructs, assess, grades, and give academic reporting that are based on students demonstrating that they have learned the knowledge and skills to the expected standard that meets the requirements of a qualification.

3.3 PLAR candidate

a person who applies for PLAR

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3.4

PLAR advisor

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

3.5

PLAR verifier

a person who monitors and confirms the work of assessors, involved with a particular qualification to ensure the correctness, accuracy and consistency of assessment activities and decisions made

4 Requirements and guidelines for implementing TVET PLAR

4.1 Institutional readiness for PLAR provision

4.1.1 General

In order to prepare the institution for the provision of PLAR, prospective providers need to understand what institutional arrangements should be in place to effectively implement PLAR in the TVET sector.

4.1.2 Providers shall be inspected by TVETA to assess the institution's readiness to implement PLAR.

4.1.3 The following requirements shall be essential for PLAR implementation:

4.1.3.1 Registration and licensing

All PLAR providers shall be:

- a) accredited with TVETA as per the TVET Act, 2013.
- b) approved by an Assessment/Certification Agency upon recommendation by TVETA.

4.1.3.2 PLAR policy

PLAR providers shall develop institutional Policy to guide implementation of PLAR.

4.1.3.3 The PLAR policy shall include but not limited to the following:

- a) PLAR TVET services offered.
- b) Modes of PLAR provision.
- c) Entry requirements for the different modes.
- d) Cost of different modes.
- e) Internal Quality Assurance mechanisms to ensure quality provision.
- f) The body responsible for certification.

4.1.4 Assessors and verifiers

All assessors and verifiers shall be accredited by TVETA and then approved by assessment bodies/agencies in accordance with TVETS 03:2019.

4.1.4.1 PLAR TVET providers shall ensure that prior to PLAR implementation they have access to accredited assessors and verifiers to execute the PLAR assessment.

4.1.4.2 TVETA shall establish, implement and maintain a register of accredited trainers, assessors and verifiers.

4.1.4.3 The assessors and verifiers shall renew their accreditation after every 3 years with TVETA having fulfilled Continuous Professional Development (CPD) requirements as trainers.

NOTE The assessors shall have at least one level higher than candidates to be assessed.

4.1.5 PLAR support system and structure

4.1.5.1 General

Institutions offering PLAR shall have support systems and structures to ensure that candidates get the needed support.

4.1.5.2 As a minimum, the following support mechanisms shall be in place:
The support system mechanisms shall include but not limited to the following:

- a) PLAR administrative support structure.
- b) Candidate selection.
- c) Mentoring support.
- d) Support during the assessment.
- e) Post PLAR assessment support including remedial training.

4.1.6 Equating PLAR candidates against KNQF requirements

4.1.6.1 PLAR candidates shall be assessed against the requirements of the Kenya National Qualification Framework (KNQF).

4.1.6.2 PLAR providers shall establish their capability to assess based on the requirement of KNQF to know their scope of operations

4.1.6.3 The procedures and criteria for the assessment of qualifications shall be transparent, coherent, reliable and meet assessment requirements.

4.1.7 The PLAR process

The Assessment/Certification centers shall invite applications from the general public to have their prior learning assessed. The process shall entail the following:

- a) Application submission.
- b) Candidate Bio Information gathering.
- c) Application processing.
- d) Database enrolment of candidate (process tracking).
- e) Scheduling of initial assessment.

4.1.7.1 Initial assessment (stage 2)

Initial assessment shall entail the following:

- a) PLAR Advisor meeting candidate(s) to ascertain feasibility of application.
- b) Identifying occupational area and level.
- c) Discussing and identifying types and quantity of evidence to be produced.
- d) Completing an analysing of self-assessment form(s).
- e) Scheduling of orientation.

4.1.7.2 Orientation and registration (stage 3)

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Orientation and registration shall entail the following:

- a) Orienting group/individual (PLAR Overview).
- b) Portfolio development introduction.
- c) Registration of candidate for assessment process.
- d) Scheduling of pre-assessment.

4.1.7.3 Pre-assessment (stage 4)

Assessor PLAR Advisor and the candidate shall:

- a) Develop an assessment plan.
- b) Review occupational standard(s)/unit(s) and requirements.
- c) Select the type, quality and sources of evidence in support of claims.
- d) Select assessment strategies to be used in the assessment process.
- e) Set dates and times for assessment.

4.1.7.4 Assessment (stage 5)

- a) The candidate shall undergo assessment based on pre-selected strategy or strategies including but not limited to the following:
 - i. Portfolio review and professional discussion.
 - ii. Credential review - past certification and training documents.
 - iii. Practical demonstration.
 - iv. Application of other assessment methods.
- b) The assessor shall:
 - i. Make assessment decision.
 - ii. Give feedback of final review.
- c) The verifier shall
 - i. Conduct internal verification.
 - ii. Record and submit report.

4.1.7.5 Certification (stage 6)

Certification shall entail:

- a) External verification review (quality assurance).
- b) Processing of certification claim.
- c) Printing of Certificate of Competence (CoC).
- d) Issue of CoC certificate or unit statement of competence.
- e) Issue of National Certificate (NC) upon demonstration of competence in all units of a qualification.

4.1.7.6 Post certification guidance and support (stage 7)

Post certification guidance and support shall entail the following:

- a) Post certification review.

- b) Additional training is initiated.

NOTE 1 PLAR should be treated as an assessment strategy following the same principles of competence -based assessment.

NOTE 2 Fees: The fee structure is available from the Accredited Training Centre (ATC) offices. Registration is payable directly to the ATC and includes administrative, certificate and quality assurance costs.

Annex A (informative)

Roles and responsibilities of key players in implementing PLAR

TVETA shall take its responsibility as provided in various parts of TVET Act 2013. The providers, assessment agencies and employers to comply as per their established mandates in their legislative Acts where applicable.

A.1 TVETA

One of the main roles of TVETA regarding provision of PLAR is to create an enabling environment within which PLAR can be conducted. TVETA may in accordance with the standards and guidelines;

A.1.1 Accredite, License and Register PLAR TVET providers, assessors and this looks a new term as all along we have been talking about assessor and verifier verifiers and assessment centers; as per the TVET Act, 2013.

A.1.2 Provide support and guidance to PLAR providers on PLAR implementation; as per the Act.

A.1.3 Monitor and audit PLAR providers; as per the Act.

A.1.4 Develop standards and guidelines for implementing PLAR within the TVET as per the Act.

A.1.5 Undertake research on PLAR implementation strategies and modes of delivery and share findings and recommendations with PLAR TVET providers.

A.1.6 Maintain a central database of PLAR providers, assessors and verifiers.

A.2 Employers

Employers are responsible for creating a conducive environment by:

A.2.1 Developing guidelines for implementing PLAR.

A.2.2 Aligning organization HR policies to take account of PLAR such as workforce planning, job matching and promotion possibilities.

A.2.3 Ensuring that on-the-job training and human resource development activities are aligned to standards registered on the National Qualification Framework.

A.2.4 Developing 'preferred supplier' relationships with accredited providers for in-house training and human resource development interventions.

A.2.5 Provide feedback on graduate competence gaps.

A.2.6 Provide assessment infrastructure and equipment to facilitate PLAR.

A.2.7 Provide the occupational standards where assessment is derived.

A.3 PLAR TVET providers

They should provide PLAR services that comply with statutory requirements. The registered and /or accredited TVET providers should:

A.3.1 Apply for an expansion of scope to offer PLAR training and assessment.

A.3.2 Implement PLAR policies, processes and procedures.

A.3.3 Ensure that sufficient resources are available for PLAR implementation.

A.3.4 Comply with quality audits undertaken by accreditation bodies.

A.3.5 Establish reporting mechanisms.

A.3.6 Provide PLAR advisor/mentor.

A.4 PLAR mentors office of career services

PLAR mentors advise PLAR candidates in the selection of qualifications and their preparation for assessment. They support PLAR applicants by:

A.4.1 Receiving training and continuing professional development in PLAR in TVET and mentoring.

A.4.2 Providing applicant motivational and learning support to PLAR applicants.

A.4.3 Advising applicants on the possibilities of PLAR, different pathways to qualifications and career guidance.

A.4.4 Ensuring applicants understand the PLAR TVET policy, process and procedures.

A.4.5 Supporting applicants to identify their prior learning and interpret registered qualifications, unit standards and assessment criteria by linking them to learning, including using group mentoring to facilitate shared learning between applicants.

A.4.6 Assisting in the identification and compilation of authentic, current and valid evidence of competence.

A.4.7 Helping the applicant to prepare for assessment.

A.4.8 Providing applicant feedback as required on the PLAR process.

A.5 PLAR applicants

Participate in the PLAR process and provide appropriate evidence to prove competence(s) and

A.5.1 Apply for PLAR.

A.5.2 Identify prior learning in relation to unit standards and related criteria.

A.5.3 Provide evidence pertaining to Prior Learning.

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A.5.4 Undertake continued development where identified.

A.5.5 Provide feedback as required on the PLAR process.

A.5.6 Provide feedback on assessment provider quality of service.

A.6 PLAR certification /assessment agencies

PLAR certification / Assessment Agencies have the responsibility to:

A.6.1 Provide capacity to assessors and verifiers and direct them to be accredited by TVETA.

A.6.2 Inform applicants about the assessment arrangements.

A.6.3 Implement fit-for-purpose assessment methods, approved by the TVETA, including integrated assessment tasks covering more than one-unit standard.

A.6.4 Convene PLAR assessment panels (if appropriate).

A.6.5 Coordinate and conduct PLAR assessments according to relevant policies and principles by assessing applicants' collections of evidence against required standards and criteria.

A.6.6 Communicate results to applicants i.e. inform applicants that recommendations have been made to TVETA/awarding body; give feedback and guidance on how to address areas for development.

A.6.7 Regularly review the assessment process and implement changes as and when required.

A.6.8 Comply with all moderation and quality assurance requirements of the Authority.

A.6.9 Provide records of assessment to the assessment centre for safe keeping.

A.6.10 Ensure that all original documents or materials are kept and remain property of Assessment/Certification Agency.

A.6.11 Keep abreast of current assessment practices, learning outcomes, standards for assessment, methods of assessment, timeframes, technical details and understanding of the process.

A.6.12 Provide feedback to TVETA as required on the PLAR process.

Annex B
(informative)

Costing PLAR

To ensure that PLAR is widely accessible, fees for the delivery and administration of PLAR services should be affordable so that cost does not become a barrier to prospective candidates. The PLAR services provider shall ensure optimum number of candidates register to allow sharing of the cost of assessment and gap (top-up) training.

Annex C
(informative)

Quality assurance

Registration of Training Institutions, Trainers and the internal quality assurance mechanisms apply to Registration of Assessment Centers, and Assessors in the Provision of PLAR services as provided for in the TVET Regulations 2015.