REPUBLIC OF KENYA

MINISTRY OF EDUCATION
State Department For Technical, Vocational Education and Training

# GENERIC DRAFT REPORT ON ORGANISATION STRUCTURE, GRADING STRUCTURE AND STAFF ESTABLISHMENT FOR TECHNICAL and VOCATIONAL COLLEGES

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**August, 2026**

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## FOREWORD

The Government of Kenya remains committed to strengthening the Technical and Vocational Education and Training (TVET) sector as a key driver of national development, industrialization, job creation, and the realization of the Bottom-Up Economic Transformation Agenda (BETA), Vision 2030, and the Constitution of Kenya 2010. A well-structured and adequately staffed TVET system is fundamental to delivering quality, relevant, and industry-responsive technical and vocational education.

This Organizational Structure, Staff Establishment and Grading Structure for TVET Institutions in Kenya provides a comprehensive framework for the effective organization and management of human resources across public TVET institutions. It establishes a standardized organizational architecture, defines staffing requirements, and provides a harmonized grading structure that promotes equity, efficiency, accountability, and professionalism in service delivery.

The framework has been developed in accordance with the provisions of the Technical and Vocational Education and Training Act, 2013, the Public Service Commission guidelines on Human Resource Management Instruments, and other applicable government policies and regulations governing public service management. It also aligns with the quality assurance and institutional governance requirements prescribed by the Technical and Vocational Education and Training Authority (TVETA), which require accredited institutions to maintain clear organizational and management structures supported by approved staff establishments.

The approved organizational structure clearly delineates reporting relationships, functional responsibilities, and accountability mechanisms, thereby enhancing institutional governance and operational effectiveness. The staff establishment ensures that institutions are equipped with the appropriate number and mix of academic, technical, administrative, and support personnel necessary to fulfill their mandates efficiently. The grading structure further provides a transparent framework for career progression, succession planning, talent management, performance management, and employee motivation based on merit, qualifications, competencies, and responsibilities.

Implementation of this framework is expected to strengthen institutional capacity, improve service delivery, enhance operational efficiency, and promote prudent utilization of public

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resources. It will also facilitate uniformity in human resource management practices across TVET institutions while providing flexibility for institutions to respond to emerging technological advancements, labour market dynamics, and evolving national development priorities.

I call upon the Boards of Governors, Principals, management teams, and all members of staff to embrace and faithfully implement this framework. Its successful implementation will require strong leadership, collaboration, adherence to established policies, and continuous monitoring and evaluation to ensure that TVET institutions remain responsive, innovative, and competitive in producing a highly skilled workforce for Kenya and beyond.

Finally, I acknowledge the invaluable contributions of the Ministry of Education, the Public Service Commission, the State Department for Public Service, the Technical and Vocational Education and Training Authority (TVETA), institutional leadership, development partners, industry stakeholders, and all officers who participated in the development of this important human resource management instrument. Their expertise and commitment have been instrumental in producing a framework that will guide the sustainable growth and transformation of Kenya's TVET sector.

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**MINISTRY OF EDUCATION**

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## PREFACE

Technical and Vocational Education and Training (TVET) plays a critical role in Kenya's socio-economic transformation by equipping learners with industry-relevant competencies, promoting innovation, and supporting the realization of national development priorities, including Kenya Vision 2030 and subsequent national development frameworks. As the TVET sector continues to expand in response to increasing demand for skilled human capital, there is a growing need for institutional governance frameworks that are efficient, transparent, and responsive to emerging educational and labor market needs.

This document on the Organisational Structure, Staff Establishment and Grading Structure for TVET Institutions in Kenya provides a standardized framework for the organization, staffing, and career progression of personnel within public TVET institutions. It seeks to promote consistency in institutional management, optimize the utilization of human resources, strengthen accountability, and enhance service delivery across the sector.

The framework defines appropriate organizational structures aligned with the mandates and operational requirements of TVET institutions, establishes staffing norms based on institutional size and functions, and provides a harmonized grading structure that supports equitable recruitment, deployment, promotion, and retention of qualified personnel. It also clarifies reporting relationships, roles, and responsibilities to facilitate effective governance and institutional performance.

The development of this framework has been guided by the Constitution of Kenya, the TVET Act, relevant public service human resource policies, and other applicable legal and regulatory provisions governing education and public sector management. It further reflects best practices in organizational design, competency-based human resource management, and principles of good governance.

Implementation of this framework is expected to strengthen institutional capacity, improve operational efficiency, enhance employee motivation through clear career progression pathways, and ensure that TVET institutions are adequately staffed to deliver quality education and training that meets national and global workforce demands.

The successful implementation of these guidelines will require the commitment and collaboration of the Ministry responsible for TVET, the TVET Authority, institutional governing councils, principals, staff, development partners, industry stakeholders, and

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other relevant agencies. Regular review of the framework will ensure that it remains responsive to evolving educational policies, technological advancements, and labor market dynamics.

This document therefore serves as a strategic reference for the establishment, management, and continuous improvement of organizational and human resource structures within Kenya's TVET institutions, ultimately contributing to the achievement of excellence in technical and vocational education and training.

**PRINCIPAL SECRETARY**
**STATE DEPARTMENT FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING**

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## CHAPTER 1: INTRODUCTION

### 1.1: Preamble

This Chapter presents the Background; Achievements; and Mandate, of Technical and Vocational College (TVCs), Rationale for the Review; Terms of Reference and their interpretation

### 1.2: Background

Technical and Vocational Education and Training is a critical component of Kenya's education and training system and provides the practical, technical, entrepreneurial and occupational competencies required for industrialisation, employment creation, productivity and socio-economic transformation. Article 43(1)(f) of the Constitution of Kenya guarantees every person the right to education, while the Fourth Schedule assigns the National Government responsibility for education policy, standards, curricula, examinations and tertiary education and assigns county governments responsibility for village polytechnics. Public Technical and Vocational Colleges are therefore national institutions established and maintained to expand equitable access to quality, relevant and market-responsive technical and vocational education and training.

The Technical and Vocational Education and Training Act, Cap. 210A, provides the legal framework for the establishment of a coordinated technical and vocational education and training system; governance and management of training institutions; regulation and accreditation; quality assurance; curriculum development, assessment and certification; access and equity; and harmonisation of training qualifications. The Act defines a Technical and Vocational College as an institution offering technical and vocational education and training at diploma level and further provides that a College may offer programmes up to Diploma level.

Under sections 27 and 28 of the Act, Technical and Vocational Colleges are governed and managed in accordance with the Act and an instrument of governance approved by the Technical and Vocational Education and Training Authority. Each public College is governed by a Board of Governors, which is the principal organ responsible for oversight of education and training, institutional property, strategic planning, resource mobilisation, programmes, admissions, staff, trainee welfare and institutional accountability. Section 30 of the Act provides for a Principal who is the Chief Executive Officer responsible for the day-to-day management of the College, subject to the direction of the Board of Governors.

The Colleges operate within the policy direction of the Ministry of Education through the State Department responsible for Technical, Vocational Education and Training and are

regulated by the Technical and Vocational Education and Training Authority. Their training programmes are increasingly delivered through Competency-Based Education and Training, modular curricula, industrial attachment, dual training, apprenticeship, open and distance learning, digital learning and Recognition of Prior Learning. The training model requires close linkages with industry, professional and regulatory bodies, national and county governments, communities and development partners to ensure that the competencies developed remain relevant to current and emerging labour-market needs.

The latest published State Department for Technical, Vocational Education and Training Sub-Sector Report for FY 2026/27–2028/29 records two hundred and thirteen(214) Technical and Vocational Colleges, comprising Technical Training Institutes, Institutes of Technology and Institutes of Science and Technology, together with four (4) Special Technical Training Institutes catering for trainees with hearing and visual impairments. Accordingly, the scope of this generic framework comprises two hundred and thirteen (214) mainstream Technical and Vocational Colleges and four (4) special-needs institutions, giving a total of two hundred and eighteen (218) institutions within the broader College category as tabled below: -

**Table 1: List of TVC Institutions as at FY 2025/2026-Fourth Quarter**

| S/ No | Name of Institution | Type | County | Trainers inpost | | Trainees Enrolment | Newly Enrolled Trainees |
|---|---|---|---|---|---|---|---|
| | | | | PSC | C/BOG | TOTAL | TOTAL |
| 1 | Ahmed Shahame Mwidani Technical Training Institute | TTI | Mombasa | 40 | 11 | 1160 | 139 |
| 2 | Likoni Technical and Vocational College | TVC | Mombasa | 21 | 9 | 739 | 146 |
| 3 | Mvita Technical and Vocational College | STVC | Mombasa | 6 | 0 | 8 | 7 |
| 4 | Kinango Technical and Vocational College | TVC | Kwale | 19 | 20 | 1031 | 156 |
| 5 | Lungalunga Technical and Vocational College | TVC | Kwale | 12 | 1 | 166 | 39 |
| 6 | Msambweni Technical and Vocational College | TVC | Kwale | 17 | 12 | 1443 | 99 |
| 7 | Matuga Technical and Vocational College | STVC | Kwale | 8 | 9 | 207 | 16 |
| 8 | Weru Technical and Vocational College | TVC | Kilifi | 24 | 16 | 2134 | 208 |

| S/ No | Name of Institution | Type | County | Trainers inpost | | Trainees Enrolment | Newly Enrolled Trainees |
|---|---|---|---|---|---|---|---|
| | | | | PSC | C/BOG | TOTAL | TOTAL |
| 9 | Godoma Technical Training Institute | TVC | Kilifi | 25 | 12 | 515 | 170 |
| 10 | Kaloleni Technical and Vocational College | TVC | Kilifi | 13 | 8 | 189 | 52 |
| 11 | Magarini Technical and Vocational College | STVC | Kilifi | 4 | 6 | 325 | 39 |
| 12 | Kilifi North Technical and Vocational College | STVC | Kilifi | 4 | 5 | 102 | 80 |
| 13 | Garsen Technical and Vocational College | TVC | Tana River | 14 | 2 | 145 | 33 |
| 14 | Tana River Technical and Vocational College | TVC | Tana River | 11 | 18 | 423 | 175 |
| 15 | Fayya Technical and Vocational College | STVC | Tana River | 8 | 1 | 62 | 1 |
| 16 | Lamu East Technical and Vocational College | STVC | Lamu | 8 | 2 | 59 | 3 |
| 17 | Lamu West Technical and Vocational College | STVC | Lamu | 3 | 4 | 94 | 12 |
| 18 | Mwatate Technical and Vocational College | STVC | Taita Taveta | 17 | 1 | 202 | 5 |
| 19 | Wumingu Technical and Vocational College | STVC | Taita Taveta | 11 | 7 | 236 | 15 |
| 20 | Taveta Technical and Vocational College | TVC | Taita Taveta | 16 | 6 | 574 | 225 |
| 21 | Ijara Technical and Vocational College | STVC | Garissa | 10 | 0 | 45 | 0 |
| 22 | Lagdera Technical and Vocational college | STVC | Garissa | 6 | 0 | 203 | 9 |
| 23 | Balambala Technical and Vocational College | STVC | Garissa | 3 | 3 | 34 | 0 |
| 24 | Daadab Technical and Vocational College | STVC | Garissa | 1 | 0 | 0 | 0 |

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| S/ No | Name of Institution | Type | County | Trainers inpost | | Trainees Enrolment | Newly Enrolled Trainees |
|---|---|---|---|---|---|---|---|
| | | | | PSC | C/BOG | TOTAL | TOTAL |
| 25 | Wajir South Technical and Vocational College | STVC | Wajir | 3 | 2 | 56 | 16 |
| 26 | Tarbaj Technical and Vocational College | STVC | Wajir | 8 | 0 | 163 | 0 |
| 27 | Wajir East Technical and Vocational College | STVC | Wajir | 6 | 2 | 165 | 16 |
| 28 | Eldas Technical and Vocational College | STVC | Wajir | 2 | 1 | 43 | 26 |
| 29 | Wajir NorthTechnical and Vocational College - Bute | STVC | Wajir | 3 | 0 | 0 | 0 |
| 30 | Mandera Technical Training Institute | TTI | Mandera | 22 | 8 | 812 | 0 |
| 31 | Elwak Technical and Vocational college | TVC | Mandera | 13 | 5 | 266 | 21 |
| 32 | Rhamu Technical and Vocational College | STVC | Mandera | 12 | 5 | 179 | 0 |
| 33 | Lafey Technical and Vocational College | STVC | Mandera | 4 | 2 | 174 | 6 |
| 34 | Laisamis Technical and Vocational College | TVC | Marsabit | 32 | 3 | 629 | 24 |
| 35 | North Horr Technical and Vocational College | TVC | Marsabit | 12 | 7 | 315 | 38 |
| 36 | Saku Technical and Vocational College | STVC | Marsabit | 4 | 1 | 84 | 20 |
| 37 | Merti Technical and Vocational College | STVC | Isiolo | 12 | 0 | 264 | 17 |
| 38 | Garbatula Technical and Vocational College | STVC | Isiolo | 5 | 2 | 19 | 10 |
| 39 | Nkabune Technical Training Institute | TTI | Meru | 55 | 54 | 6958 | 333 |
| 40 | Mukiria Technical Training Institute | TTI | Meru | 42 | 65 | 3529 | 395 |
| 41 | Kiirua Technical Training Institute | TTI | Meru | 44 | 66 | 2737 | 313 |

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| S/ No | Name of Institution | Type | County | Trainers inpost | | Trainees Enrolment | Newly Enrolled Trainees |
|---|---|---|---|---|---|---|---|
| | | | | PSC | C/BOG | TOTAL | TOTAL |
| 42 | Karumo Technical Training Institute | TTI | Meru | 85 | 61 | 5081 | 256 |
| 43 | Kaelo Technical and Vocational College | TVC | Meru | 21 | 17 | 1113 | 75 |
| 44 | Tigania East Technical and Vocational College | TVC | Meru | 22 | 12 | 1550 | 44 |
| 45 | Igembe Central Technical and Vocational college | STVC | Meru | 6 | 8 | 210 | 71 |
| 46 | Igembe South Technical and Vocational College | STVC | Meru | 2 | 5 | 52 | 5 |
| 47 | Muraga Technical Training Institute | TVC | Tharaka Nithi | 32 | 23 | 821 | 72 |
| 48 | Chuka Technical and Vocational College | TVC | Tharaka Nithi | 50 | 59 | 4314 | 113 |
| 49 | Tharaka Technical and Vocational College | TVC | Tharaka Nithi | 33 | 14 | 395 | 48 |
| 50 | Kiini Technical and Vocational College | STVC | Tharaka Nithi | 2 | 8 | 87 | 47 |
| 51 | Runyenjes Technical Training Institute | TVC | Embu | 37 | 9 | 996 | 237 |
| 52 | Manyatta Technical and Vocational College | TVC | Embu | 22 | 22 | 1369 | 23 |
| 53 | Mbeere Technical and Vocational College | TVC | Embu | 25 | 16 | 698 | 29 |
| 54 | Nuu Technical and Vocational College | TVC | Kitui | 23 | 20 | 515 | 21 |
| 55 | Ikutha Technical and Vocational College | TVC | Kitui | 12 | 18 | 389 | 55 |
| 56 | Mulango Technical and Vocational College | TVC | Kitui | 16 | 10 | 355 | 71 |
| 57 | Kitui East Technical and Vocational college | STVC | Kitui | 16 | 11 | 697 | 176 |
| 58 | Kitui Rural Technical and Vocational College | STVC | Kitui | 6 | 9 | 451 | 360 |

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| S/ No | Name of Institution | Type | County | Trainers inpost | | Trainees Enrolment | Newly Enrolled Trainees |
|---|---|---|---|---|---|---|---|
| | | | | PSC | C/BOG | TOTAL | TOTAL |
| 59 | Masinga Technical and Vocational College | TVC | Machakos | 64 | 5 | 1357 | 60 |
| 60 | Machakos Technical Training Institute for the Blind | SNE | Machakos | 71 | 9 | 412 | 62 |
| 61 | Mwala Technical and Vocational College | TVC | Machakos | 22 | 42 | 2263 | 56 |
| 62 | Katine Technical Training Institute | TVC | Machakos | 48 | 13 | 2365 | 122 |
| 63 | Yatta Technical and Vocational College | STVC | Machakos | 7 | 14 | 477 | 139 |
| 64 | Machakos Town Technical and Vocational College | STVC | Machakos | 15 | 9 | 592 | 29 |
| 65 | Wote Technical Training Institute | TTI | Makueni | 74 | 75 | 2236 | 266 |
| 66 | David Mbiti Wambuli Technical and Vocational College | TVC | Makueni | 25 | 17 | 1054 | 67 |
| 67 | Kibwezi Technical and Vocational College | TVC | Makueni | 18 | 19 | 467 | 57 |
| 68 | Kilome Technical and Vocational College | TVC | Makueni | 2 | 0 | 0 | 0 |
| 69 | Kinangop Technical and Vocational College | TVC | Nyandarua | 24 | 8 | 215 | 32 |
| 70 | Kipipiri Technical and Vocational College | TVC | Nyandarua | 18 | 7 | 662 | 26 |
| 71 | Ndaragua Technical and Vocational College | TVC | Nyandarua | 15 | 9 | 388 | 34 |
| 72 | Ol'kalou Technical and Vocational College | STVC | Nyandarua | 8 | 14 | 183 | 15 |
| 73 | Mukurweini Technical Training Institute | TTI | Nyeri | 43 | 32 | 1523 | 145 |
| 74 | Mathenge Technical Training Institute | TTI | Nyeri | 52 | 69 | 2015 | 290 |

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| S/ No | Name of Institution | Type | County | Trainers inpost | | Trainees Enrolment | Newly Enrolled Trainees |
|---|---|---|---|---|---|---|---|
| | | | | PSC | C/BOG | TOTAL | TOTAL |
| 75 | Mathira Technical and Vocational College | TVC | Nyeri | 18 | 8 | 208 | 48 |
| 76 | Kieni Technical and Vocational College | TVC | Nyeri | 37 | 13 | 852 | 81 |
| 77 | Tetu Technical and Vocational College | TVC | Nyeri | 42 | 17 | 635 | 50 |
| 78 | Mwea Technical and Vocational College | TVC | Kirinyaga | 21 | 13 | 540 | 18 |
| 79 | Ndia Technical and Vocational College | TVC | Kirinyaga | 27 | 25 | 585 | 169 |
| 80 | Kirinyaga Central Technical and Vocational College | STVC | Kirinyaga | 23 | 9 | 664 | 50 |
| 81 | Gichugu Technical and Vocational College | STVC | Kirinyaga | 6 | 25 | 868 | 78 |
| 82 | Muranga Technical and Vocational College | TVC | Murang'a | 37 | 35 | 1219 | 82 |
| 83 | Mathioya Technical and Vocational College | TVC | Murang'a | 21 | 11 | 879 | 328 |
| 84 | Kandara Technical and Vocational College | TVC | Murang'a | 22 | 37 | 1118 | 99 |
| 85 | Gatanga Technical and Vocational College | TVC | Murang'a | 33 | 11 | 778 | 34 |
| 86 | KigumoTechnical and Vocational College | TVC | Murang'a | 12 | 15 | 348 | 27 |
| 87 | Kiharu Technical and vocational college | TVC | Murang'a | 9 | 21 | 2101 | 0 |
| 88 | Thika Technical Training Institute | TTI | Kiambu | 241 | 178 | 12198 | 1052 |
| 89 | Nachu Technical and Vocational College | TVC | Kiambu | 28 | 10 | 1589 | 136 |
| 90 | Gatundu South Technical and Vocational College | TVC | Kiambu | 25 | 26 | 501 | 75 |

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| S/ No | Name of Institution | Type | County | Trainers inpost | | Trainees Enrolment | Newly Enrolled Trainees |
|---|---|---|---|---|---|---|---|
| | | | | PSC | C/BOG | TOTAL | TOTAL |
| 91 | Lari Technical and Vocational College | STVC | Kiambu | 13 | 5 | 108 | 34 |
| 92 | Limuru Technical and Vocational College | TVC | Kiambu | 18 | 12 | 230 | 30 |
| 93 | Githunguri Technical and Vocational College | STVC | Kiambu | 6 | 2 | 63 | 16 |
| 94 | Ruiru Technical and Vocational College | TVC | Kiambu | 18 | 8 | 285 | 59 |
| 95 | Lodwar Technical and Vocational College | TVC | Turkana | 15 | 35 | 2202 | 0 |
| 96 | Loima Technical and Vocational College | STVC | Turkana | 6 | 4 | 117 | 106 |
| 97 | Turkana East Technical and Vocational College | TVC | Turkana | 15 | 10 | 452 | 21 |
| 98 | Turkana North Technical and Vocational College | STVC | Turkana | 5 | 0 | 85 | 29 |
| 99 | Kitela Kapel Technical and Vocational College | TVC | West Pokot | 32 | 21 | 1206 | 148 |
| 100 | Kacheliba Technical and Vocational College | TVC | West Pokot | 3 | 6 | 266 | 13 |
| 101 | Samburu East Technical and Vocational College | TVC | Samburu | 35 | 7 | 2598 | 87 |
| 102 | Samburu North Technical and Vocational College | STVC | Samburu | 6 | 7 | 65 | 4 |
| 103 | Samburu West Technical and Vocational College | STVC | Samburu | 2 | 14 | 76 | 2 |
| 104 | Kiminini Technical and Vocational College | TVC | Trans Nzoia | 23 | 14 | 653 | 51 |
| 105 | Endebes Technical and Vocational college | TVC | Trans Nzoia | 34 | 33 | 2548 | 60 |
| 106 | Cherangany Technical Training Institute | TVC | Trans Nzoia | 9 | 15 | 1692 | 18 |

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| S/ No | Name of Institution | Type | County | Trainers inpost | | Trainees Enrolment | Newly Enrolled Trainees |
|---|---|---|---|---|---|---|---|
| | | | | PSC | C/BOG | TOTAL | TOTAL |
| 107 | Rift Valley Technical Training Institute | TTI | Uasin Gishu | 177 | 64 | 7064 | 657 |
| 108 | Ziwa Technical Training Institute | TTI | Uasin Gishu | 47 | 44 | 4162 | 456 |
| 109 | Kipkabus Technical and Vocational College | TVC | Uasin Gishu | 44 | 16 | 2517 | 37 |
| 110 | Moiben Technical Training Institute | TVC | Uasin Gishu | 38 | 11 | 1050 | 32 |
| 111 | Koshin Technical Training Institute | TVC | Uasin Gishu | 34 | 26 | 1464 | 94 |
| 112 | Turbo Technical and Vocational College | TVC | Uasin Gishu | 21 | 20 | 1075 | 33 |
| 113 | Ngeria Technical and Vocational College | STVC | Uasin Gishu | 15 | 11 | 881 | 82 |
| 114 | Kapcherop Technical and Vocational College | TVC | Elgeyo Marakwet | 31 | 13 | 1703 | 76 |
| 115 | Chepsirei Technical and Vocational College | TVC | Elgeyo Marakwet | 24 | 12 | 526 | 63 |
| 116 | Kerio Valley Technical and Vocational College | TVC | Elgeyo Marakwet | 12 | 9 | 92 | 12 |
| 117 | Aldai Technical Training Institute | TTI | Nandi | 32 | 35 | 1859 | 292 |
| 118 | Emsos Technical and Vocational College | TVC | Nandi | 29 | 13 | 624 | 31 |
| 119 | Tinderet Technical and Vocational College | TVC | Nandi | 50 | 13 | 773 | 53 |
| 120 | Emgwen Technical and Vocational college | TVC | Nandi | 15 | 6 | 403 | 179 |
| 121 | Tinderet Intergrated Training college | STVC | Nandi | 14 | 11 | 397 | 59 |
| 122 | Emining Technical Training Institute | TTI | Baringo | 53 | 25 | 1354 | 234 |
| 123 | Eldama Ravine Technical and Vocational College | TVC | Baringo | 31 | 13 | 548 | 45 |

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| S/ No | Name of Institution | Type | County | Trainers inpost | | Trainees Enrolment | Newly Enrolled Trainees |
|---|---|---|---|---|---|---|---|
| | | | | PSC | C/BOG | TOTAL | TOTAL |
| 124 | Kapchepkor, Baringo North Technical &Vocational College | TVC | Baringo | 21 | 15 | 336 | 43 |
| 125 | Mochongoi Technical Training Institute | TVC | Baringo | 12 | 6 | 320 | 5 |
| 126 | North Rift (Tiaty) Technical and Vocational College | STVC | Baringo | 14 | 14 | 445 | 56 |
| 127 | Laikipia East Technical and Vocational College | TVC | Laikipia | 28 | 11 | 406 | 51 |
| 128 | Laikipia North Technical and Vocational College | TVC | Laikipia | 26 | 10 | 271 | 12 |
| 129 | Laikipia West Technical and Vocational College | STVC | Laikipia | 9 | 3 | 42 | 8 |
| 130 | Naivasha Technical Training Institute | TVC | Nakuru | 24 | 19 | 951 | 62 |
| 131 | Kiptaragon Technical and Vocational College | TVC | Nakuru | 26 | 15 | 1067 | 80 |
| 132 | Heroes Technical and Vocational College | STVC | Nakuru | 16 | 14 | 279 | 42 |
| 133 | Total Technical and Vocational College | TVC | Nakuru | 26 | 17 | 805 | 342 |
| 134 | Molo, Elburgon Technical and Vocational College | TVC | Nakuru | 22 | 24 | 741 | 290 |
| 135 | Gilgil Technical and Vocational College | TVC | Nakuru | 10 | 10 | 202 | 14 |
| 136 | Njoro Technical and Vocational College | TVC | Nakuru | 27 | 21 | 1388 | 142 |
| 137 | Subukia Technical and Vocational College | STVC | Nakuru | 18 | 9 | 520 | 12 |
| 138 | Masai Mara Technical and Vocational College | TVC | Narok | 42 | 36 | 1126 | 129 |
| 139 | Emurua Dikirr Technical Vocational College | TVC | Narok | 18 | 27 | 806 | 209 |

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| S/ No | Name of Institution | Type | County | Trainers inpost | | Trainees Enrolment | Newly Enrolled Trainees |
|---|---|---|---|---|---|---|---|
| | | | | PSC | C/BOG | TOTAL | TOTAL |
| 140 | Narok South Technical and Vocational College | STVC | Narok | 17 | 3 | 153 | 5 |
| 141 | Narok West Technical Training Institute | TVC | Narok | 32 | 6 | 944 | 15 |
| 142 | Kilgoris Technical and vocational college | STVC | Narok | 13 | 4 | 311 | 7 |
| 143 | Ngong Technical and Vocational College | TVC | Kajiado | 39 | 7 | 395 | 57 |
| 144 | Kajiado East Technical Vocational College | TVC | Kajiado | 28 | 13 | 817 | 26 |
| 145 | Kajiado West Technical and Vocational College | TVC | Kajiado | 28 | 13 | 817 | 26 |
| 146 | Kericho Township Technical and Vocational College | TVC | Kericho | 41 | 73 | 3558 | 210 |
| 147 | Kimasian Technical and Vocational College | TVC | Kericho | 31 | 15 | 844 | 86 |
| 148 | Belgut Technical and Vocational College | TVC | Kericho | 47 | 75 | 8409 | 651 |
| 149 | Kipsinende Technical Training Institute | TVC | Kericho | 34 | 5 | 781 | 81 |
| 150 | Sotik Technical Training Institute | TVC | Bomet | 41 | 101 | 4010 | 192 |
| 151 | Konoini Technical Training Institute | TVC | Bomet | 32 | 61 | 1677 | 227 |
| 152 | Sot Technical Training Institute | TVC | Bomet | 76 | 68 | 4820 | 0 |
| 153 | Bomet Central Technical and Vocational College | TVC | Bomet | 21 | 29 | 1329 | 90 |
| 154 | Chepalungu Technical and Vocational College | TVC | Bomet | 16 | 45 | 1545 | 93 |
| 155 | Bushiangala Technical Training Institute | TTI | Kakamega | 40 | 27 | 1885 | 53 |

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| S/ No | Name of Institution | Type | County | Trainers inpost | | Trainees Enrolment | Newly Enrolled Trainees |
|---|---|---|---|---|---|---|---|
| | | | | PSC | C/BOG | TOTAL | TOTAL |
| 156 | Butere Technical Training Institute | TTI | Kakamega | 27 | 37 | 3686 | 67 |
| 157 | Navakholo Technical and Vocational College | TVC | Kakamega | 14 | 30 | 1638 | 261 |
| 158 | Wanga Technical and Vocational College | TVC | Kakamega | 21 | 38 | 879 | 79 |
| 159 | Mumias West Technical and Vocational College | TVC | Kakamega | 31 | 23 | 1297 | 97 |
| 160 | Kongoni Technical and Vocational College | TVC | Kakamega | 28 | 35 | 795 | 100 |
| 161 | Khwisero Technical and vocational college | TVC | Kakamega | 21 | 11 | 852 | 32 |
| 162 | Chaveywe Technical and Vocational College | TVC | Kakamega | 23 | 5 | 1078 | 76 |
| 163 | Sabatia Technical and Vocational College | TVC | Vihiga | 30 | 22 | 2285 | 59 |
| 164 | Ebukanga Technical and Vocational College | TVC | Vihiga | 14 | 19 | 1378 | 109 |
| 165 | Chanzeywe Technical and Vocational College | TVC | Vihiga | 13 | 22 | 951 | 88 |
| 166 | Luanda Technical and Vocational College | STVC | Vihiga | 4 | 12 | 349 | 133 |
| 167 | Matili Technical Training Institute | TTI | Bungoma | 64 | 84 | 11385 | 393 |
| 168 | Musakasa Technical Training Institute | TVC | Bungoma | 31 | 20 | 3181 | 37 |
| 169 | Sirisia Technical and Vocational College | TVC | Bungoma | 25 | 52 | 2910 | 247 |
| 170 | Webuye West Technical and Vocational College | TVC | Bungoma | 31 | 34 | 1703 | 383 |
| 171 | Bungoma North Technical and Vocational College | TVC | Bungoma | 27 | 23 | 2319 | 81 |

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| S/ No | Name of Institution | Type | County | Trainers inpost | | Trainees Enrolment | Newly Enrolled Trainees |
|---|---|---|---|---|---|---|---|
| | | | | PSC | C/BOG | TOTAL | TOTAL |
| 172 | Cardinal M Otunga Technical and Vocational College | STVC | Bungoma | 9 | 20 | 414 | 35 |
| 173 | Mt Elgon Technical and Vocational College | STVC | Bungoma | 1 | 59 | 123 | 111 |
| 174 | Bunyala Technical and Vocational College | TVC | Busia | 29 | 25 | 1542 | 64 |
| 175 | Okame Technical and Vocational College | TVC | Busia | 34 | 34 | 5166 | 532 |
| 176 | Chamasiri Technical and Vocational College | TVC | Busia | 22 | 34 | 3613 | 99 |
| 177 | Dr. Daniel Wako Technical and Vocational College | TVC | Busia | 21 | 29 | 1731 | 49 |
| 178 | Mungatsi Technical and Vocational College | TVC | Busia | 17 | 22 | 1300 | 61 |
| 179 | Butula Technical and Vocational College | TVC | Busia | 21 | 20 | 1105 | 124 |
| 180 | St. Joseph's TTI for the Deaf, Nyang'oma | SNE | Siaya | 44 | 9 | 495 | 37 |
| 181 | Bondo Technical Training Institute | TTI | Siaya | 37 | 42 | 2031 | 132 |
| 182 | Ugenya Technical and Vocational College | TVC | Siaya | 31 | 26 | 1157 | 517 |
| 183 | Ugunja Technical and Vocational College | TVC | Siaya | 28 | 24 | 2207 | 92 |
| 184 | Rarieda Technical and Vocational College | TVC | Siaya | 16 | 45 | 650 | 57 |
| 185 | Got Ramogi Technical and Vocational College | STVC | Siaya | 3 | 11 | 163 | 28 |
| 186 | Ramogi Institute of Advanced Technology | IST | Kisumu | 108 | 45 | 9155 | 337 |
| 187 | Nyakach Technical and Vocational | TVC | Kisumu | 31 | 7 | 1157 | 37 |

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| S/ No | Name of Institution | Type | County | Trainers inpost | | Trainees Enrolment | Newly Enrolled Trainees |
|---|---|---|---|---|---|---|---|
| | | | | PSC | C/BOG | TOTAL | TOTAL |
| | College | | | | | | |
| 188 | Seme Technical and Vocational College | TVC | Kisumu | 30 | 42 | 1827 | 161 |
| 189 | Nyando Technical and Vocational college | STVC | Kisumu | 7 | 8 | 98 | 10 |
| 190 | Sikri Technical &Vocational College for the Blind and Deaf | SNE | Homabay | 76 | 40 | 3895 | 105 |
| 191 | Rangwe Technical and Vocational College | TVC | Homabay | 18 | 25 | 378 | 37 |
| 192 | Omuga Technical and Vocational College | TVC | Homabay | 25 | 32 | 936 | 32 |
| 193 | Rachuonyo, Ombek Technical and Vocational college | TVC | Homabay | 14 | 26 | 784 | 56 |
| 194 | Mbita Technical and Vocational College | STVC | Homabay | 10 | 43 | 1457 | 108 |
| 195 | Suba South Technical and Vocational College | TVC | Homabay | 2 | 11 | 130 | 0 |
| 196 | Siala Technical Training Institute | TTI | Migori | 55 | 35 | 1622 | 145 |
| 197 | Mabera Technical and Vocational College | TVC | Migori | 24 | 22 | 506 | 63 |
| 198 | Kakrao Technical and Vocationa College | TVC | Migori | 21 | 50 | 2232 | 50 |
| 199 | Awendo-Siruti Technical and Vocational College | TVC | Migori | 13 | 21 | 200 | 22 |
| 200 | Kendege Technical and Vocational College | TVC | Migori | 21 | 30 | 1640 | 26 |
| 201 | Uriri Technical and Vocational College | TVC | Migori | 25 | 38 | 2084 | 153 |
| 202 | Keroka Technical Training Institute | TTI | Kisii | 85 | 38 | 4123 | 253 |
| 203 | Riragia Technical and Vocational | TVC | Kisii | 49 | 18 | 4207 | 285 |

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| S/ No | Name of Institution | Type | County | Trainers inpost | | Trainees Enrolment | Newly Enrolled Trainees |
|---|---|---|---|---|---|---|---|
| | | | | PSC | C/BOG | TOTAL | TOTAL |
| | College | | | | | | |
| 204 | Riamo Technical and Vocational College | TVC | Kisii | 10 | 14 | 219 | 27 |
| 205 | Orogare Technical and Vocationa College | TVC | Kisii | 22 | 16 | 1296 | 200 |
| 206 | Riatrimba Technical and Vocationa College | TVC | Kisii | 22 | 16 | 1051 | 45 |
| 207 | Kitutu Chache-Kiamwasi Technical and Vocational College | STVC | Kisii | 24 | 8 | 132 | 20 |
| 208 | Borabu Technical and Vocational College | TVC | Nyamira | 34 | 10 | 2020 | 580 |
| 209 | Gitwebe Technical Training Institute | TVC | Nyamira | 41 | 7 | 663 | 38 |
| 210 | Kitutu Masaba Technical and Vocational College | TVC | Nyamira | 32 | 17 | 753 | 460 |
| 211 | West Mugirango Technical and Vocational College | TVC | Nyamira | 21 | 1 | 452 | 72 |
| 212 | Kenya School of TVET | SAGA | Nairobi | 113 | 219 | 7411 | |
| 213 | Karen Technical Training Institute for the Deaf | SNE | Nairobi | 101 | 4 | 2190 | 111 |
| 214 | P.C. Kinyanjui Technical Training Institute | TTI | Nairobi | 151 | 19 | 5145 | 458 |
| 215 | Kasarani Technical Training Institute | TVC | Nairobi | 76 | 9 | 2957 | 230 |
| 216 | Kamukunji Technical and Vocational College | TVC | Nairobi | 46 | 6 | 370 | 31 |
| 217 | Langata Technical and Vocational College | STVC | Nairobi | 15 | 3 | 516 | 36 |
| 218 | Kibra Technical and Vocational College | STVC | Nairobi | 34 | 0 | 270 | 54 |
| | **Total/Average** | | | **5,942** | **4,574** | **288,108** | **23,145** |

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The expansion of the College network has increased access to technical and vocational education and training across the country and has supported the Government's policy objective of providing training opportunities closer to communities. The Colleges vary in age, enrolment, programme portfolio, infrastructure, number of campuses, geographical location and level of specialisation. The generic organisation structure, grading structure and staff establishment developed through this review therefore provide a common institutional framework while allowing staffing levels to be scaled on the basis of verified workload, trainee enrolment, programme mix, infrastructure, delivery model, financial sustainability and other objective operating parameters.

### 1.3: Key Achievements

At the sub-sector level, public Technical and Vocational Education and Training institutions have registered significant progress in expanding access, strengthening quality and relevance, modernising training delivery and improving institutional management. Key achievements that provide the operating context for this review include the following: -

(i) Expansion of the public College network to two hundred and thirteen (213) mainstream Technical and Vocational Colleges and four (4) Special Technical Training Institutes, thereby widening geographical access to technical and vocational education and training;

(ii) Growth in enrolment in public TVET institutions under the Ministry of Education from 345,387 trainees in FY 2022/23 to 491,404 trainees in FY 2025/26,TVCs only had a trainee enrolment of 280, 697in FY 2025/26.

(iii) Development and roll-out of modularised Competency-Based Education and Training curricula and strengthening of competency assessment, internal quality assurance and certification arrangements;

(iv) Recruitment of an additional 2,637 trainers during the review period to partly address trainer shortages and support the expanding trainer population to 12, 786;

(v) Continued construction, completion, renovation, equipping and modernisation of workshops, laboratories, classrooms, hostels, incubation centres and other training infrastructure in public TVET institutions;

(vi) Roll-out of the TVET Management Information System to improve trainee and institutional data management, planning, monitoring, reporting and accountability;

(vii) Strengthening of industry linkages through industrial attachment, dual training, apprenticeship, Recognition of Prior Learning, skills competitions, innovation, incubation and partnerships with local and international institutions.

(viii) The harmonization of fees structure across all TVET Institutions

### 1.4: Mandate/Functions

The mandate of a Technical and Vocational College is to provide accessible, inclusive, quality and relevant technical and vocational education and training up to Diploma level; develop occupational competencies required by industry and the economy; promote employability, entrepreneurship, innovation and lifelong learning; and contribute to national and local socio-economic development. In discharging this mandate, the Board of Governors performs the functions prescribed under section 29 of the Technical and Vocational Education and Training Act, Cap. 210A, as follows: -

a) Overseeing the conduct of education and training in the College in accordance with the Act and any other written law;
b) Promoting and maintaining standards, quality and relevance in education and training in accordance with the Act and any other written law;
c) Administering and managing the property of the College;
d) Developing and implementing the College's Strategic Plan;
e) Preparing annual estimates of revenue and expenditure for the College and incurring expenditure on behalf of the College;
f) Receiving, on behalf of the College, fees, grants, subscriptions, donations, bequests or other monies and making disbursements to the College or other bodies or persons;
g) Determining fees payable and prescribing conditions under which fees may be remitted in part or in whole in accordance with applicable guidelines;
h) Mobilizing resources for the College;
i) Developing and reviewing programmes for training and making representations thereon to the Technical and Vocational Education and Training Authority;
j) Regulating the admission and exclusion of trainees from the College, subject to the national qualifications' framework and the provisions of the Act;
k) Approving collaboration or association with other institutions and industries within and outside Kenya, subject to prior approval by the Technical and Vocational Education and Training Authority;
l) Recruiting and appointing trainers from among qualified professionals and practising tradespersons in relevant sectors of industry;
m) Determining suitable terms and conditions of service for support staff, trainers and instructors and remunerating the staff of the College in consultation with the relevant authorities;
n) Making regulations governing the organization, conduct and discipline of staff and trainees;

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o) Preparing comprehensive annual reports on all areas of the College's mandate, including education and training services, and submitting the reports to the Technical and Vocational Education and Training Authority;
p) Providing for the welfare of trainees and staff of the College;
q) Encouraging, nurturing and promoting democratic culture, dialogue and tolerance in the College;
r) Discharging all other functions conferred upon the Board by the Act or any other written law.

### 1.5: Rationale for the Review

The review of the Human Resource Management Instruments was necessitated by the rapid expansion and diversification of Technical and Vocational Colleges; growth in trainee enrolment; introduction of modularised Competency-Based Education and Training; increased emphasis on dual training, apprenticeship, Recognition of Prior Learning, research, innovation and incubation; digitalisation of institutional processes; and the need for stronger linkages with industry and other stakeholders. These developments have significantly changed the operational requirements, workload, competencies and staffing needs of the TVCs.

The review is further justified by the need to give institutional effect to the recommendations of the Presidential Working Party on Education Reform. Implementation of the TVET reform agenda requires coordinated policy, legislative, organisational, strategic and administrative measures at both sub-sector and institutional levels. For TVCs, this calls for organisation structures and staffing arrangements that provide clear responsibility for Competency-Based Education and Training, curriculum implementation, internal quality assurance, industry liaison, dual training and apprenticeship, Recognition of Prior Learning, innovation and incubation, digital learning and information management, trainee welfare, resource mobilisation and performance monitoring. Harmonised Human Resource Management Instruments are therefore necessary to avoid fragmented institutional arrangements, strengthen accountability and coordination, and ensure that the TVCs possess the competencies and staffing capacity required to implement the reforms consistently and sustainably.

The TVCs share a common statutory mandate but operate under differing organisational structures, designations, grading arrangements and staffing levels. A common framework is therefore required to standardise institutional governance and management arrangements, clarify reporting relationships, eliminate duplication and overlaps, establish coherent career paths, support equitable human resource administration and provide a basis for objective staffing decisions. The framework will remain scalable to

accommodate differences in enrolment, programme portfolio, infrastructure, campuses, specialisation, operating environment and workload.

The review also seeks to align the organisation structure, grading structure, staff establishment, Career Guidelines and Human Resource Management Policies and Procedures Manual with the Constitution of Kenya; the Technical and Vocational Education and Training Act, Cap. 210A; applicable public service laws and policies; the Public Service Commission (PSC) Guidelines for Development and Review of Human Resource Management Instruments; relevant Government policies; emerging TVET reforms; and principles of affordability and fiscal sustainability. The resulting instruments are intended to provide fit-for-purpose structures, clear accountability, appropriate spans of control, seamless grading and career progression, and optimal staffing with priority accorded to core training and technical functions.

In order to effectively discharge their mandate, the State Department for Technical Vocational Education Training in collaboration with the Public Service Commission embarked on review of the Human Resource Management Instruments to align them with the PSC Guidelines on Development and Review of Human Resource Management Instruments for State Corporations and Public Universities of August,2023. These Guidelines have been designed to provide a framework for development and review of Human Resource Management Instruments with a view to streamline the management and oversight of human resources in State Corporations and Public Universities. As public entities, TVCs have the obligation to abide by the Guidelines. This will be achieved through: -

(a) Reviewing the Organizational Structure, Grading and Staffing in line with TVCs mandate;
(b) Reviewing the Career Guidelines; and
(c) Reviewing the Human Resource Management Policies and Procedures Manual.

This exercise is also meant to address: -

(i) Shortage of critical skills in key areas to facilitate effective service delivery;
(ii) Staff motivation i.e., ensure attraction and retention of competent staff;
(iii) Succession planning to address gaps in the grading structure; and
(iv) Inadequacies in the reporting relationship and overlaps of roles in various functional areas among others.

To enable efficient management especially of human resources, address the challenges in the current Human Resource Management Instruments and comply with the requirements of the Public Service Commission and other relevant legislations and policies it became

necessary that Human Resource Management Instruments aligned to government policies be developed.

### 1.6: Terms of Reference

The Terms of Reference for the exercise were to develop the following human resource management instruments in line with government regulations and guidelines: -

(i) Develop Generic Organization Structure, Grading Structure and Staff Establishment for Technical and Vocational Colleges;
(ii) Review Career Guidelines for Staff of Technical and Vocational Colleges;
(iii) Review Human Resource Management Policies and Procedures Manual; and
(iv) Any other issues that may be incidental thereof.

### 1.7: Interpretation of Terms of Reference

The Taskforce interpreted the Terms of Reference to require a comprehensive review of the institutional arrangements and human resource management framework necessary for Technical and Vocational Colleges to discharge their statutory mandate effectively and sustainably as follows: -

#### 1.7.1 Develop Generic Organization Structure, Grading Structure and Staff Establishment

Undertaking a functional analysis of the statutory mandate and functions of Technical and Vocational Colleges and grouping related activities into coherent technical and shared-service functional areas. Developing a lean, fit-for-purpose and scalable generic organisation structure that clarifies governance, reporting relationships, accountability, coordination, spans of control and interfaces among functional areas. Developing a seamless grading structure that provides appropriate differentiation of roles, recognises the relative complexity and responsibility of jobs, supports career progression and prevents grade drift. Determining an optimal generic staff establishment using workload, enrolment, programme mix, delivery model, infrastructure, number of campuses, geographical spread, level of automation, outsourcing opportunities, staffing norms, affordability and the desired balance between technical and shared-service staff.

#### 1.7.2 Review Career Guidelines

Developing Career Guidelines that define cadre structures, job descriptions, job specifications, entry requirements, progression requirements and training and development requirements for staff

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### 1.7.3 Review Human Resource Policies and Procedures Manual

Reviewing and harmonising human resource policies and procedures to provide a consistent framework for recruitment, deployment, performance management, training, employee relations, discipline, welfare, records management, separation and other human resource processes.

### 1.7.4 Address any other matter incidental to the above

Identifying implementation, transitional and change-management considerations necessary for adoption of the developed Human Resource Management Instruments across the TVCs.

## 1.8: Deliverables

The following are the key deliverables: -

(i) Draft report on Generic Organisation Structure, Grading and Staff Establishment for TVCs;
(ii) Draft Career Guidelines for Staff of TVCs; and
(iii) Draft Human Resource Management Policies and Procedures Manual.

## 1.9: Methodology

Following agreement on the Terms of Reference and scope of the assignment, the Taskforce adopted a consultative, evidence-based and step-by-step methodology to ensure that the mandate, operating requirements and expected deliverables were comprehensively addressed.

The methodology comprised the following: -

(i) Desk review of the Constitution of Kenya 2010; Technical and Vocational Education and Training Act, Cap. 210A; the Report of the Presidential Working Party on Education Reform (2023); applicable regulations and instruments of governance; relevant public service legislation and policies; Government education and TVET policy documents; strategic plans; and PSC Guidelines for Development and Review of Human Resource Management Instruments;
(ii) Review of existing Organization Structures, Grading Structures, authorized staff establishments, staff-in-post data, designations, job descriptions, schemes of service and human resource policies used by selected Technical and Vocational Colleges;
(iii) Collection and analysis of institutional data on trainee enrolment, programmes and levels of training, trainers, support staff, campuses, workshops, laboratories, hostels, trainee services, infrastructure, workload, financial performance and level of automation;

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(iv) Consultations and interviews with the State Department for Technical, Vocational Education and Training; College Principals; trainers; support staff; relevant regulatory and curriculum bodies; staff associations and other key stakeholders;
(v) Functional analysis of the statutory mandate to identify core, support, oversight and shared-service functions and determine the appropriate organizational placement of each function;
(vi) Benchmarking with representative Technical and Vocational Colleges and comparable public training institutions, taking into account differences in size, programme portfolio, specialization, geographical location and operating environment;
(vii) Workload and staffing analysis using objective parameters, including trainee enrolment, programme mix, class and workshop requirements, service standards, geographical spread, automation, outsourcing, staffing norms, technical-to-support staff balance and financial sustainability; and
(viii) Validation of the proposed organization structure, grading structure, staff establishment, Career Guidelines and Human Resource Policies and Procedures Manual with key stakeholders before finalization.

### 1.10: Organization of the Report

The Report has been organized into five (5) Chapters whose content is as indicated below: -

**Chapter One (1)** presents the historical background, Rationale for the exercise; Terms of Reference (TOR) and their interpretation; expected deliverables; Methodology applied; and Organization of the Report.

**Chapter Two (2)** provides the governance and organizational structure of the TVCs' current organizational structure, functions and staffing.

**Chapter Three (3)** contains analysis of the current, organization structure, functions and staffing; findings on operational and cross cutting issues; and recommendations.

**Chapter Four (4)** contains proposed grading, organizational structure, functions, and staffing.

**Chapter Five (5)** contains conclusion and summary of recommendations.

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## CHAPTER 2: CURRENT ORGANISATION STRUCTURE, GRADING AND STAFFING

### 2.1: Legal and Policy Framework

The organisation, governance, financing and delivery of education and training by public Technical and Vocational Colleges are informed by a combination of constitutional, statutory, national, continental and international policy instruments. Collectively, these instruments define the Colleges' public mandate, accountability obligations, service-delivery standards and contribution to national development. They therefore provide the basis for determining the functions to be performed, the institutional controls required, the appropriate reporting relationships and the human resource capacity necessary for effective and sustainable delivery of the Colleges' mandate.

#### Constitution of Kenya, 2010

The Constitution provides the overarching foundation for the establishment and operation of public Technical and Vocational Colleges. Article 43(1)(f) guarantees every person the right to education, while the Fourth Schedule assigns the National Government responsibility for education policy, standards, curricula, examinations and tertiary education institutions and assigns county governments responsibility for village polytechnics. Articles 10, 201, 227 and 232 further prescribe national values, prudent and accountable use of public resources, fair and transparent procurement and the values and principles of public service. The organisation of a College should therefore support equitable access, inclusion, integrity, efficient service delivery, merit-based human resource management and clear accountability for public resources.

#### Technical and Vocational Education and Training Act, 2013 (Cap. 210A)

The Act is the principal legislation governing the technical and vocational education and training system. It defines a Technical and Vocational College as an institution offering programmes up to Diploma level and provides for the governance of public Colleges through Boards of Governors, the appointment of the Principal as Chief Executive Officer, programme development, admission of trainees, recruitment of trainers and support staff, trainee and staff welfare, industry collaboration, resource mobilisation, quality assurance, monitoring and institutional reporting. The organisation structure should accordingly provide clear functional capacity for training delivery, curriculum implementation, assessment, internal quality assurance, trainee affairs, industry liaison, institutional planning and the shared services necessary to support the statutory mandate.

#### Kenya Vision 2030

Kenya Vision 2030 identifies education and training as a key enabler of a globally competitive and prosperous country and places emphasis on the expansion and equipping of TVET institutions, quality and relevance of training, standardised assessment and certification, labour-market responsiveness, industrial attachment and strong

linkages between training institutions and industry. Technical and Vocational Colleges are therefore expected to develop market-responsive technical, technological and entrepreneurial competencies that support industrialisation, productivity, innovation and employment creation. Their structures should support programme development, industry partnerships, innovation and incubation, labour-market information, graduate tracking and continuous improvement of training outcomes.

**Public Finance Management Act, 2012 (Cap. 412A)**

The Act gives effect to the constitutional principles of public finance and requires public resources to be managed transparently, prudently and accountably. In relation to public Technical and Vocational Colleges, it provides the framework for budget preparation and execution, financial controls, revenue management, accounting, financial reporting, audit, risk management and accountability by officers entrusted with public funds. A College structure should therefore provide adequate segregation of financial responsibilities, effective internal controls, linkage between planning and budgeting, reliable financial reporting and independent internal audit and assurance arrangements.

**Public Procurement and Asset Disposal Act, 2015 (Cap. 412C)**

The Act applies to colleges and other educational institutions maintained or assisted out of public funds and governs procurement planning, procurement processing, inventory and asset management, contract management and disposal of public assets. It requires procurement to be fair, equitable, transparent, competitive and cost-effective and provides for a procurement function staffed by qualified professionals and reporting directly to the head of the procuring entity. The organisation structure of a public Technical and Vocational College should therefore provide an appropriately independent Supply Chain Management function, with clear responsibility for procurement planning, sourcing, contract administration, stores, inventory and asset disposal.

**United Nations Sustainable Development Goals**

The Sustainable Development Goals, particularly Goal 4 on inclusive and equitable quality education and lifelong learning and Goal 8 on productive employment, decent work and sustainable economic growth, place Technical and Vocational Colleges at the centre of skills development. Targets 4.3 and 4.4 call for equal access to affordable and quality technical and vocational education and a substantial increase in youth and adults with relevant skills for employment, decent jobs and entrepreneurship. The Colleges should therefore organise their functions and resources to promote access, gender equality, inclusion of persons with disabilities and vulnerable groups, relevant competencies, entrepreneurship, employability and reliable monitoring of training outcomes.

**African Union Agenda 2063**

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Agenda 2063 envisages a prosperous Africa founded on inclusive growth and sustainable development, with well-educated citizens and a skills revolution underpinned by science, technology and innovation. It further prioritises transformed economies, industrialisation, value addition, employment and improved productivity. Technical and Vocational Colleges contribute to these aspirations by developing technical and occupational skills, supporting technology adoption, fostering innovation and entrepreneurship and strengthening the workforce required for modern agriculture, manufacturing, infrastructure, the blue economy and other productive sectors. Their structures should therefore facilitate STEM-based training, applied innovation and responsive partnerships with industry and communities.

**Bottom-Up Economic Transformation Agenda (BETA)**

The Bottom-Up Economic Transformation Agenda, implemented through the Fourth Medium Term Plan, seeks inclusive economic growth and employment creation through priority value chains in agricultural transformation, micro, small and medium enterprises, housing and settlement, healthcare, and the digital superhighway and creative economy. Technical and Vocational Colleges are expected to supply the practical skills, artisans, technicians, technologists and entrepreneurs required to implement these priorities. The Colleges should therefore align their programme portfolios and institutional capacity to local and national value chains and provide for competency-based training, digital skills, enterprise development, Recognition of Prior Learning, industry-based training, innovation and incubation.

**Report of the Presidential Working Party on Education Reform, 2023**

The Report, titled "Transforming Education, Training and Research for Sustainable Development in Kenya", proposed reforms touching on the governance and financing of TVET, competency-based education and training, linkages with industry and Government projects, assessment and certification, quality assurance, institutional data and learner progression pathways. For Technical and Vocational Colleges, the recommendations require organisational arrangements that reduce fragmentation, clarify accountability and strengthen the capacity to implement modular CBET curricula, dual training, apprenticeship, industrial attachment, Recognition of Prior Learning, trainee support, information management and collaboration with industry and other education and training institutions.

**Kenya National Qualifications Framework Act, 2014 (Cap. 214)**

The Act establishes the national framework for the articulation, classification, registration, quality assurance, monitoring and evaluation of qualifications. It promotes access and equity, evidence-based competence, lifelong learning, national and international comparability of qualifications and mobility and progression within education, training and career pathways. Technical and Vocational Colleges are therefore required to align their



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programmes and qualifications to the applicable Kenya National Qualifications Framework levels and learning outcomes and to support quality assurance, credit accumulation and transfer, Recognition of Prior Learning, accurate learner and qualification records and seamless progression to higher levels of training.

## 2.2: Current Organization Structure

The management of TVCs is vested in the Board of Governors which provides policy and oversight while the day-to-day operations are delegated to the Principal. The TVC are departmentalized as follows: -

(i) **Deputy Principal Academics: -**

a) Mechanical and Automotive Engineering
b) Electrical and electronics engineering
c) Building and civil engineering
d) Applied sciences
e) Agriculture and environmental studies
f) Health sciences
g) Hospitality and tourism
h) Computing and informatics
i) Business studies & Entrepreneurship
j) Liberal studies
k) Fashion Design and Cosmetology
l) Special needs
m) Industrial and Liaison Officer
n) Research and Innovation
o) Student welfare
p) Registrar academics
q) Assessment
r) Internal Quality Assurance
s) Library Services
t) Office of career services
u) Guidance and Counselling services
v) Sports

(ii) **Deputy Principal Administration**

a) Finance
b) Supply Chain Management
c) Human Resource Management
d) Transport
e) Estate Facility
f) Security
g) Office Administrators
h) Office Assistants

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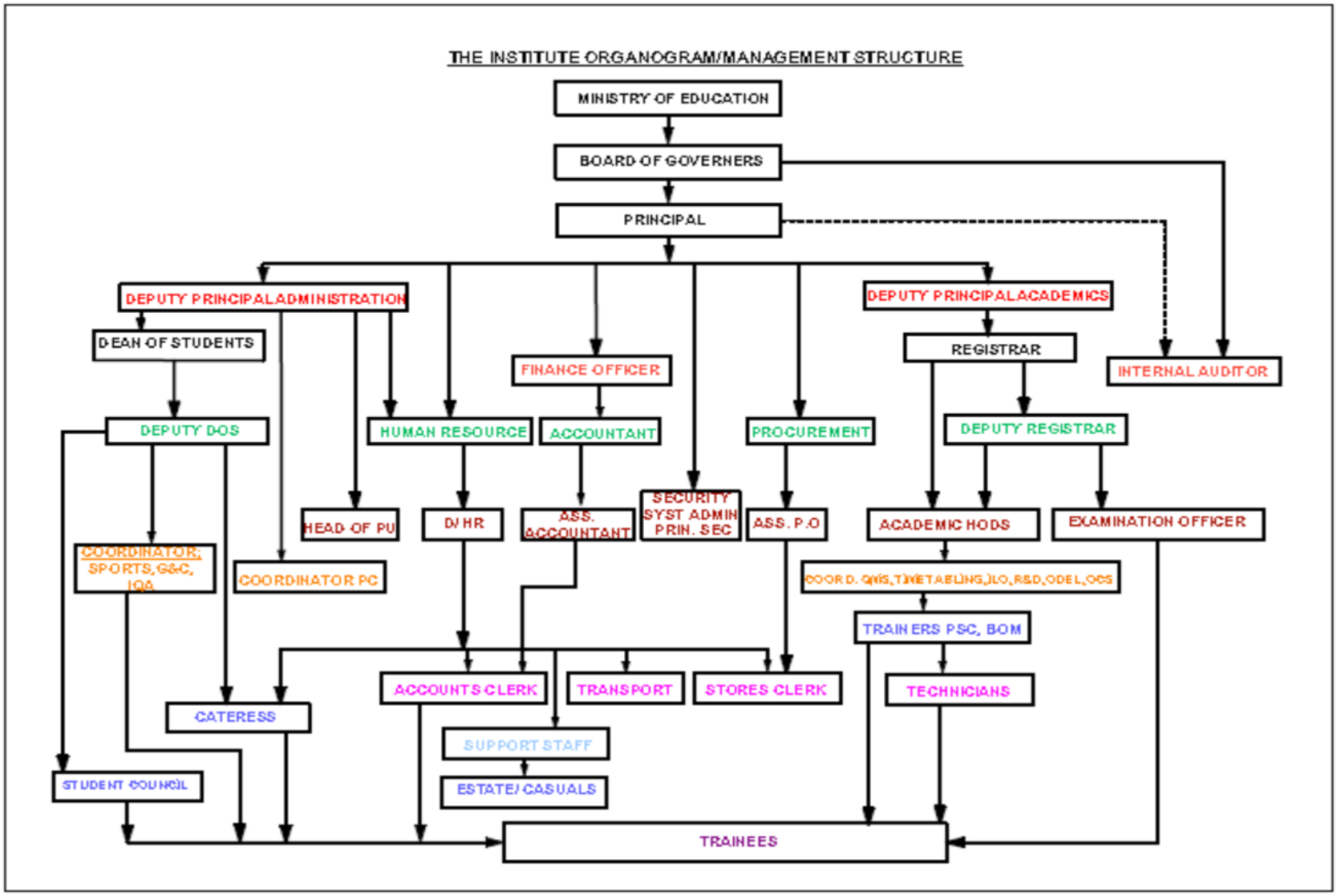
i) Registrar Administration
j) Clerical Officers
k) Maintenance officers
l) Technicians
m) Technologists
n) Farm Attendants /Gardeners

(iii) **Internal Auditor**

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**Figure 1: Current Organization Structure for Technical Vocational Colleges (TVCs)**

*Source: Keroka Technical Training Institute( KETTI)*



## 2.3: Current Grading Structure

The TVCs are operating on current grading structure categorized as follows;-

a) **17 tier grading structure for the PSC Staff**
b) **For the BOG Staff, the grading structure ranges between 9 to 15**
c) **Other TVCs do not have a grading structure**

**Table 2: Current Grading Structure for the PSC staff**

| JOB GROUPS | DESIGNATION | CSG |
|---|---|---|
| S | Chief Principal Vocational and Technical Trainer | 5 |
| R | Senior, Principal Vocational and Technical Trainer | 6 |
| P | Principal Vocational and Technical Trainer I | 7 |
| N | Principal Vocational and Technical Trainer II/ Principal Assistant Vocational and Technical Trainer | 8 |
| L | Senior Vocational and Technical Trainer/ Senior Assistant Vocational and Technical Trainer | 9 |
| K | Vocational and Technical Trainer/ Assistant Vocational and Technical Trainer I | 10 |
| J | Assistant Vocational and Technical Trainer II | 11 |
| H | | 12 |
| G | | 13 |
| F | | 14 |
| E | | 15 |
| D | | 16 |
| C | | 17 |

**Table 3: Current Grading Structure for the BOG staff**

| Qualification for Appointment | Current TVC Job Grade | JG Equivalent |
|---|---|---|
| KCPE without any formal training | 1 | D |
| | 2 | E |
| Proficiency Certificate Holders without KCSE or Lower Level Proficiency Training | 2 | E |
| | 3 | F |
| | 4 | G |
| Certificate Holders with KCSE | 3 | F |

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| | | |
|---|---|---|
| | 4 | G |
| | 5 | H |
| | 6 | J |
| | 7 | K |
| Diploma Holders | 5 | H |
| | 6 | J |
| | 7 | K |
| | 8 | L |
| Higher Diploma and Degree Holders | 6 | J |
| | 7 | K |
| | 8 | L |
| | 9 | M |
| | 10 | N |
| | 11 | P |

### 2.4: Current Staff Establishment

The current staff establishment for Technical and Vocational Education and Training (TVET) institutions does not provide for the position of **Principal** as a **substantive (established) post**. Instead, the role of Principal is treated as a **deployment or assignment post**, meaning that officers appointed to serve as Principals retain their substantive positions in another job group while being deployed to head an institution.

The current TVET staff establishment recognizes the Principal as a deployment leadership role rather than a substantive establishment post. Officers serving as Principals are deployed from their substantive positions to provide institutional leadership and management. While this arrangement offers administrative flexibility to the employer, it may also raise concerns regarding career progression, recognition, job security associated with the leadership role, and alignment between responsibilities and substantive appointment. Establishing the position of Principal as a substantive post could provide a clearer career structure, enhance accountability, and strengthen leadership continuity within TVET institutions.

**Table 4: Current Staff Establishment**

| Designation | Grade | Approved Establishment | In post | Variance (Inpost-AE) |
|---|---|---|---|---|
| Chief Principal Vocational and Technical Trainer | S | 60 | 18 | -42 |
| Senior Principal Vocational and Technical Trainer | R | 390 | 279 | -111 |
| Principal Vocational and Technical Trainer I | P | 1520 | 1306 | -214 |
| Principal Vocational and Technical Trainer II | N | 872 | 873 | 1 |

| Designation | Grade | Approved Establishment | In post | Variance (Inpost-AE) |
|---|---|---|---|---|
| Vocational and Technical Trainer/ Senior Vocational and Technical Trainer | K/L | 10,259 | 5898 | -4361 |
| Principal Assistant Vocational and Technical Trainer | N | 246 | 169 | -77 |
| Senior Assistant Vocational and Technical Trainer | L | 20 | 13 | -7 |
| Assistant Vocational and Technical Trainer I | K | 119 | 202 | 83 |
| Assistant Vocational and Technical Trainer III/II | H/J | **3490** | 1235 | -2255 |
| **Total** | | 16976 | **9,993** | -6983 |
| **BOG STAFF** | | | | |
| Trainers | | | 6,830 | |
| Technician | | | 844 | |
| Administrative Officer | | | 742 | |
| Housekeeper | | | 644 | |
| Security Officer | | | 469 | |
| Catering Officer | | | 354 | |
| Clerical Officer | | | 330 | |
| Maintenance Officer | | | 315 | |
| Accountant | | | 206 | |
| Procurement Officer | | | 198 | |
| Farm Attendant | | | 196 | |
| Librarian | | | 171 | |
| Finance Officer | | | 159 | |
| Other cadres (18 categories) | | | 613 | |
| **Total** | | | 12071 | |
| **Grand Total** | | | **21,719** | |

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## CHAPTER 3: SITUATIONAL ANALYSIS

### 3.1: Introduction

This Chapter presents a situational analysis of the Organisation Structures, Grading Structures, Staff Establishments and operational and managerial arrangements of Public Technical and Vocational Colleges.

The Presidential Working Party identified fragmentation in curriculum delivery, certification, standards, monitoring, reporting and sector data, and further reported significant pressure on institutional capacity. As at December 2022, the Working Party recorded an approved training capacity of 164,388 against enrolment of 318,179 and a trainer establishment requirement of 15,022 against 6,205 trainers in post, translating to a deficit of 8,817 trainers. It also reported trainer-to-trainee ratios of approximately 1:74 in business and liberal studies against a recommended 1:30, and 1:50 in science, technology, engineering and mathematics programmes against a recommended 1:20. These findings demonstrate that expansion of access has not always been accompanied by commensurate development of institutional structures, systems, staffing and infrastructure.

### 3.2: Findings and Recommendations on Organisation Structure, Grading Structure and Staff Establishment

#### 3.2.1 Organisation Structure

The organisation structures obtaining across the Colleges have evolved from different institutional histories, administrative circulars, legacy schemes of service and local management decisions. Consequently, Colleges performing broadly comparable mandates may have different functional areas, nomenclature, reporting relationships and management layers. While institutional context should be recognised, the absence of a harmonised minimum structure creates disparities in accountability, service delivery and staffing and makes sector-wide planning, benchmarking and performance management difficult.

The following organisation structure challenges were identified:

(i) **Legacy and non-standard structures:** some Colleges continue to operate structures inherited from mentor institutions or developed before the current TVET reforms. Comparable functions may therefore be established at different organisational levels or combined differently, while newly established institutions may remain dependent on mother Colleges or National Polytechnics for key administrative, financial and governance services. This limits autonomy and produces uneven institutional capability.

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(ii) **Excessive centralisation and wide spans of control:** a substantial number of institutional decisions are concentrated in the Office of the Principal, with numerous academic departments, support functions and committees reporting directly to the Principal. Where the portfolios of Deputy Principals, Registrars, Deans and Heads of Department are not clearly demarcated, the result is long reporting lines, delayed decisions, weak delegation and blurred accountability.

(iii) **Unclear differentiation of core and shared services:** academic delivery, examinations, student affairs, quality assurance, industry liaison, finance, supply chain management, human resource management, administration and ICT are in some cases combined without regard to functional compatibility, segregation of duties or workload. Such arrangements may create conflicts of interest and weaken the specialised attention required by both training and corporate support functions.

(iv) **Weak or omitted governance, control and assurance functions:** recent audit scrutiny of selected institutions has highlighted the absence or inadequate development of internal audit functions, audit committees, strategic plans, human resource policies, procurement plans and information security policies. In some structures, risk management, legal and compliance services, records management, monitoring and evaluation, and Board secretariat services are either not assigned or are performed informally.

(v) **Structures not fully aligned to contemporary TVET delivery models:** many structures were designed around conventional classroom-based programmes and do not expressly provide responsibility for Competency-Based Education and Training, dual training, apprenticeship, industrial attachment, Recognition of Prior Learning, career services, tracer studies, modular assessment, open and distance learning, digital learning, innovation, incubation and entrepreneurship.

(vi) **Fragmented quality management and institutional data:** the Presidential Working Party observed fragmentation in curriculum delivery, certification, standards, monitoring, reporting and data across the TVET sector. At institutional level, admissions, examinations, quality assurance, student records, finance, human resource information and graduate tracking may operate as separate processes without an integrated management information system or a clearly accountable data function.

(vii) **Insufficient structural attention to learners and inclusion:** student welfare, counselling, disability support, safeguarding, gender mainstreaming, health services, occupational safety and student leadership may be dispersed across academic or administrative offices. This reduces visibility and accountability for learner retention,

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completion, wellbeing and equitable access, particularly for persons with disabilities and trainees from vulnerable or marginalised groups.

(viii) **Limited institutional specialisation and responsiveness to local value chains:** programme portfolios are not always supported by systematic labour-market analysis, local economic profiling or a clear centre-of-excellence strategy. Colleges may therefore spread scarce trainers, equipment and workshop space across similar programmes instead of developing differentiated technical strengths linked to regional industries and national development priorities.

(ix) **Structures that do not reflect institutional scale and complexity:** Colleges range from newly operational institutions with limited programmes and one principal training department to mature multi-programme institutions with several campuses, hostels, production units and large trainee populations. Applying an identical number of management layers to all institutions would either over-structure small Colleges or under-structure complex institutions.

(x) **Use of deployment titles as substantive organisational positions:** titles such as Head of Department, Head of Section, Coordinator and Officer-in-Charge are sometimes treated as permanent grades or standalone offices irrespective of the size, complexity and continuing workload of the function. This encourages proliferation of small units, title inflation and pressure for grade elevation without a corresponding increase in job value.

**Recommendations**

(i) **Adopt a harmonised generic structure:** establish a common minimum institutional architecture for all public Technical and Vocational Colleges, while permitting defined variations based on enrolment, number and complexity of programmes, campuses, workshops, boarding facilities and institutional maturity. The structure should be functional rather than person-based.

(ii) **Clarify the governance and management hierarchy:** define the respective roles of the Board of Governors, Principal, Deputy Principals, Registrars, Deans, Heads of Academic Departments and heads of shared services and provide written delegations, reporting relationships and committee mandates.

(iii) **Separate incompatible functions:** maintain clear functional distinction between finance and supply chain management; management of risk and independent internal audit assurance; academic delivery and independent internal quality assurance; and ICT operations and information security oversight, while ensuring effective coordination.

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(iv) **Provide mandatory core and control functions:** every College should have clearly assigned responsibility for strategy and performance management, internal audit and assurance, supply chain management, finance and accounts, human resource management and administration, ICT and management information systems, records management, legal and Board services where justified, quality assurance, student affairs and industry linkage.

(v) **Embed TVET reform functions in the structure:** assign clear responsibility for CBET coordination, assessment and verification, Recognition of Prior Learning, dual training, apprenticeship and industrial attachment, career services and tracer studies, innovation and incubation, entrepreneurship, digital learning and institutional research.

(vi) **Provide scalable organisational arrangements:** retain a lean structure for smaller Colleges through consolidated departments and shared services, and permit additional divisions or sections only where objective workload thresholds are met. Newly established Colleges may use transitional shared-service arrangements for a defined period, supported by a time-bound autonomy plan.

(vii) **Strengthen learner-centred functions:** consolidate student welfare, counselling, disability inclusion, health and safety, sports and recreation, student leadership and safeguarding under a clearly accountable functional area, with appropriate linkages to academic departments.

(viii) **Institutionalise labour-market and programme planning:** provide responsibility for labour-market intelligence, stakeholder engagement and programme review so that each College develops distinctive areas of technical strength aligned to local value chains and avoids uneconomical duplication of programmes.

(ix) **Control proliferation of units and titles:** establish a Directorate, Department, Division or Section only where there is a distinct and continuing function, adequate workload, a reasonable span of control and clear accountability. Deployment as Head of Department or Coordinator should not automatically create a substantive grade.

(x) **Review structures periodically:** subject the organisation structure to periodic review and to review whenever there is a material change in mandate, programme portfolio, technology, enrolment, geographical spread or Government policy, rather than responding to individual requests for title or grade enhancement.

### 3.2.2 Grading Structure

A grading structure should reflect the relative worth, complexity, responsibility and accountability of jobs and provide coherent career paths across technical and shared-service cadres. The review established that grading arrangements across Colleges are not

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consistently harmonised and are affected by differences in institutional age, inherited schemes of service, local titles, acting arrangements and varied interpretation of comparable responsibilities.

The following grading challenges were identified:

(i) **Inconsistent grades and nomenclature:** similar jobs may carry different designations and grades across Colleges, while the same title may represent materially different job sizes. This undermines internal equity, complicates inter-institutional mobility and creates persistent demands for grade matching based on title rather than job content.

(ii) **Fragmented career progression arrangements:** trainer, technical support and administrative cadres may be governed by different or incomplete career progression instruments. The Presidential Working Party noted non-harmonised recruitment and schemes of service and the absence of clear career progression, transfer and succession arrangements for trainers.

(iii) **Grade compression and stagnation:** some cadres have limited progression levels between entry and terminal grades, while other structures contain several grades with insufficient differentiation of duties. Both situations may result in stagnation, low morale, artificial expansion of job descriptions and promotion pressure unrelated to institutional need.

(iv) **Grade drift and title inflation:** management or directorial titles may be proposed for small functions with limited scope, staffing and decision-making authority. Conversely, substantial technical roles may remain at low grades because their value is not systematically assessed.

(v) **Deployment titles treated as career grades:** Head of Department, Coordinator, Workshop Manager, Officer-in-Charge may be used as substantive designations even where the role is a temporary deployment drawn from an established cadre. This creates inconsistent grading and weakens the distinction between professional progression and administrative assignment.

(vi) **Qualifications not fully aligned to competency-based delivery:** grading and appointment criteria may emphasise academic qualifications and length of service without adequately recognising pedagogical competence, occupational certification, industry experience, digital capability, assessment and verification competence, continuous professional development and professional registration where applicable.

(vii) **Weak recognition of technical and diploma career paths:** diploma, certificate, artisan, laboratory, workshop, library and other technical-support cadres may have

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narrow progression paths or terminal grades that do not reflect their contribution to practical training, equipment maintenance and assessment delivery.

(viii) **Prolonged acting appointments and informal responsibility:** vacancies, slow recruitment and unclear establishment controls may result in employees carrying higher-level responsibilities for extended periods without substantive appointment, appropriate authority or consistent remuneration.

(ix) **Limited use of systematic job evaluation:** grading decisions may be driven by historical precedent, institutional comparison or individual representation rather than an objective assessment of know-how, problem-solving, accountability, impact, working conditions and span of responsibility.

**Recommendations**

(i) **Implement a harmonised grading framework:** adopt a common grading structure for public Technical and Vocational Colleges, with standard nomenclature and equivalence for comparable jobs, while allowing differentiation where objective job-evaluation factors establish materially different job sizes.

(ii) **Base grading on job evaluation:** evaluate jobs on mandate, complexity, decision-making authority, financial and human resource accountability, technical expertise, impact and working conditions, and avoid grading based solely on institutional title, incumbency or comparison with unrelated institutions.

(iii) **Provide seamless career paths:** develop coherent Career Guidelines for trainers, academic support, technical support and shared-service cadres, with clear entry points, progression requirements, terminal grades and opportunities for both managerial and specialist advancement.

(iv) **Distinguish substantive grades from deployment roles:** retain Dean, Coordinator and Officer-in-Charge as functional deployments unless the continuing job content, workload and accountability justify a separately evaluated substantive position.

(v) **Control grade drift:** reserve higher management grades for functions of commensurate scope and complexity and apply consistent criteria on span of control, breadth of mandate, budget, staffing and institutional impact before creating management positions.

(vi) **Align person specifications to modern TVET competencies:** incorporate pedagogical competence, occupational and professional certification, relevant industry experience, digital skills, CBET assessment and verification competence, continuous professional development and registration with relevant regulators where applicable.

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(viii) **Regularise acting arrangements:** fill approved vacancies competitively within reasonable timelines, limit acting appointments to prescribed periods and ensure that acting assignments are supported by written authority, clear deliverables and applicable remuneration.

(ix) **Link grading to the approved structure and establishment:** a grade should exist only where the corresponding function and position are provided in the approved organisation structure and staff establishment, thereby preventing creation of unfunded or person-specific grades.

### 3.2.3 Staff Establishment

The rapid expansion of the TVET network, growth in enrolment and introduction of competency-based and industry-oriented delivery have not been matched uniformly by recruitment, deployment and development of trainers and institutional support staff. The resulting shortages are not only numerical; they also concern the mix, distribution and competence of staff required to operate modern workshops, manage assessment, assure quality and maintain public accountability.

The following staff establishment challenges were identified:

(i) **Severe trainer shortages and high trainee ratios:** the Presidential Working Party reported a deficit of 8,817 trainers as at December 2022, with particularly high trainee-to-trainer ratios in both STEM and business programmes. The shortage increases teaching and assessment workloads, limits practical supervision, constrains introduction of new programmes and may compromise quality and safety in workshops and laboratories.

(ii) **Uneven distribution of trainers and skills:** shortages vary by discipline and location. Some institutions have staff concentrated in general programmes while lacking trainers in emerging technologies, specialised trades, digital disciplines and high-cost STEM areas. Remote and hardship locations face additional attraction and retention challenges.

(iii) **Expansion of institutions without foundational staffing:** new Colleges may commence operations with a Principal and a small number of trainers but without the full complement of human resource, finance, supply chain, ICT, records, quality assurance, student welfare, internal audit and technical maintenance staff required for autonomous and compliant operations.

(iv) **Staff establishments not consistently workload-based:** approved posts may be replicated uniformly or based on historical staffing rather than enrolment, number of

programmes, contact hours, workshop and laboratory requirements, assessment workload, campuses, boarding facilities, production units and operating shifts.

(v) **Over-reliance on temporary and part-time personnel:** Colleges may engage part-time trainers, casual workers, interns and short-term employees to bridge persistent vacancies. While flexible staffing can be useful, excessive reliance weakens continuity, institutional memory, accountability, learner support and succession planning.

(vi) **Imbalance between technical and shared-service staffing:** some Colleges have inadequate trainers and technical assistants relative to administrative personnel, while others lack minimum shared-service and control capacity. Both extremes impair service delivery. The establishment should maintain a technical orientation while protecting mandatory governance, control and learner-support functions.

(vii) **Competency gaps among existing staff:** the Working Party reported that many trainers lacked pedagogical skills, while implementation of CBET requires assessors, verifiers and trainers with current occupational competence. Additional gaps arise in digital learning, industry practice, special-needs training, equipment maintenance, data management, occupational safety and entrepreneurship.

(viii) **Weak workforce planning and succession management:** skills inventories, age profiles, succession plans, critical-position risk assessments and replacement plans are not consistently maintained. Retirement, transfer or departure of a few specialised employees can therefore interrupt entire programmes or control functions.

(ix) **Slow recruitment and replacement processes:** budget constraints, central recruitment procedures and delayed replacement of exiting staff prolong vacancies and acting arrangements. Institutions may respond through unplanned engagements that create inequity or expenditure pressures.

(x) **Diversity and inclusion gaps:** Parliamentary scrutiny has raised concerns regarding ethnic diversity and representation of persons with disabilities in TVET staffing. Establishments and recruitment plans do not always translate constitutional inclusion requirements into measurable staffing actions.

(xi) **Mismatch between staffing, equipment and programme readiness:** some institutions have equipment without adequately trained operators and maintenance personnel, while others have trainers for programmes that lack functional workshops or sufficient equipment. This reduces utilisation of public investment and affects programme accreditation and trainee competence.

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**Recommendations**

(i) **Develop workload-based staffing norms:** determine staffing using enrolment, class size, programme level, trainee contact hours, practical-to-theory ratio, number and complexity of workshops and laboratories, assessment and verification workload, campuses, boarding facilities, operating shifts and statutory control requirements.

(ii) **Prioritise technical staffing:** progressively align the establishment towards the public-service principle of approximately seventy per cent technical or core staff and thirty per cent shared-service staff, subject to the actual mandate and workload of each College. The classification should be based on the job performed rather than the academic qualification of the holder.

(iii) **Phase recruitment against priority and affordability:** prioritise trainers in critical disciplines, workshop and laboratory technical staff, and mandatory control positions, and implement the balance through a costed multi-year recruitment plan linked to approved budgets and projected enrolment.

(iv) **Establish minimum staffing for institutional autonomy:** define the essential positions that must be in place before a newly established College transitions from a mentor institution, including finance, supply chain management, human resource management, ICT, records, quality assurance, student affairs and internal audit arrangements.

(v) **Use flexible but controlled staffing models:** engage qualified industry practitioners, adjunct trainers and shared specialists where appropriate, particularly for emerging technologies and low-volume specialised programmes, while retaining institutional responsibility for quality, supervision, assessment and compliance.

(vi) **Undertake regular skills audits and development:** maintain a current skills inventory and implement structured induction, pedagogical training, CBET assessor and verifier development, industry attachment for trainers, digital-skills development, special-needs competence and continuing professional development.

(vii) **Institutionalise succession planning:** identify critical positions and disciplines, develop internal talent pools, plan replacement before predictable exits and provide career development pathways that improve retention of scarce technical skills.

(viii) **Improve deployment and redistribution:** use sector-wide staffing data to redeploy or share staff where feasible, address discipline-specific surpluses and shortages and provide incentives and support for service in remote, hardship and specialised institutions.

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(ix) **Strengthen establishment control:** maintain an approved establishment register showing authorised posts, in-post staff, vacancies, employment status and funding; prohibit appointments outside the approved establishment; and review the establishment annually against workload and affordability.

(x) **Advance diversity and inclusion:** set measurable recruitment and development actions to improve regional balance, gender equity and representation of persons with disabilities, while ensuring that workplaces, training facilities and digital systems are accessible.

### 3.3: Operational and Managerial Challenges

Beyond structural, grading and staffing deficiencies, the Colleges face operational and managerial challenges that affect the effectiveness of their governance systems and the quality, relevance and sustainability of training. The challenges are interrelated and should therefore be addressed through coordinated institutional reforms rather than isolated creation of offices or addition of staff.

#### 3.3.1 Governance, Institutional Autonomy and Board Effectiveness

**Challenge:** The sector includes mature institutions and newly established Colleges that are still transitioning from mentor institutions. Recent Parliamentary scrutiny of selected institutions identified delays in attaining operational independence, absence of basic institutional policies and weak governance arrangements. The Presidential Working Party also noted that some Boards and Councils lacked the skills required to undertake their responsibilities and that governance provisions were not always complied with. Delayed appointment or induction of Boards, unclear separation of governance and management, weak committee systems and insufficient Board information can result in either operational interference or inadequate oversight.

**Recommendation:** Each College should have a clearly documented governance framework, Board charter, skills-based Board committee structure, annual Board work plan, induction and continuous governance development programme, conflict-of-interest arrangements and an effective Board secretariat. Transition from a mentor institution should be governed by a time-bound plan covering assets, staff, records, systems, policies, budgets, liabilities and accountability. The Board should exercise strategic and fiduciary oversight while the Principal remains responsible for day-to-day management.

#### 3.3.2 Strategic Planning, Performance Management and Change Management

**Challenge:** Some Colleges operate without approved or current strategic plans, while others have plans that are not sufficiently linked to programme portfolios, organisation

structures, staffing, annual work plans and budgets. Performance information is often activity-based rather than outcome-based, and reform initiatives such as CBET, dual training, digitalisation and institutional specialisation may be introduced without a structured change-management process. This creates reform fatigue, inconsistent implementation and limited accountability for results.

**Recommendation:** The planning function should integrate strategic planning, annual work planning, budgeting, performance contracting, monitoring and evaluation, institutional research, risk management and reporting. Colleges should define measurable outcomes on enrolment, completion, certification, employment, enterprise creation, industry participation, inclusion, resource utilisation and financial sustainability. Major reforms should be supported by stakeholder mapping, communication, staff development, implementation milestones and post-implementation review.

### 3.3.3 Financial Sustainability and Resource Mobilisation

**Challenge:** The financing model of public Technical and Vocational Colleges (TVCs) is increasingly exposed to a mismatch between institutional expansion, enrolment and programme growth on the one hand, and predictable recurrent financing on the other. The pressure is not limited to the absolute level of funding; it also arises from the timing and composition of disbursements, the high fixed cost of competency-based training, under-utilisation of facilities in some newly established Colleges, outstanding trainee receivables, staffing commitments financed by Boards of Governance, and weak governance of production units and other income-generating activities. The resulting financial vulnerability constrains training quality, equipment maintenance, infrastructure utilisation and institutional responsiveness to industry.

The TVET Authority reported that, as at 31st October 2024, there were 301 accredited public TVCs, of which 217 were under the Ministry of Education. Of the public TVCs, 213 submitted annual returns, including 175 of the 217 Colleges under the Ministry of Education. The responding public TVCs reported 241,606 trainees, comprising 209,087 in STEM programmes and 32,519 in non-STEM programmes. While this confirms the scale of the sub-sector, the aggregate position may conceal substantial differences in enrolment, programme mix, location, equipment utilisation and financial capacity across individual Colleges.

The TVETA quality audit undertaken during FY 2023/24 further found that the 54 public TVCs assessed attained an overall mean performance of 61 per cent. Although physical resources and training delivery performed relatively better, human resources and innovation, research and cooperation were among the weakest areas. The audit also observed that some institutions had modern equipment lying idle, while other equipment

had broken down without timely access to spare parts. This demonstrates that financial sustainability depends not only on acquiring assets, but also on providing for installation, consumables, maintenance, calibration, insurance, replacement and competent utilisation throughout the asset lifecycle.

**Analysis of Government Disbursements**

The available State Department for TVET disbursement data for the three financial years is summarised in the table below.

| Funding Stream | FY 2023/24 (KSh) | FY 2024/25 (KSh) | FY 2025/26 (KSh) |
|---|---|---|---|
| Capitation | 4,422,192,737 | 5,199,939,300 | 5,200,000,000 |
| Scholarships | 1,967,411,556 | 2,499,915,541 | 3,499,973,887 |
| Grants to four Special Needs TVET institutions | 166,865,500 | 189,531,785 | 123,749,196.10 |
| **Total** | **6,556,469,793** | **7,889,386,626** | **8,823,723,083.10** |

*Source: State Department for TVET disbursement data provided for this analysis.*

The combined value of the three funding streams increased from KSh 6.556 billion in FY 2023/24 to KSh 8.824 billion in FY 2025/26, representing nominal growth of 34.6 per cent. The increase, however, was driven mainly by scholarships rather than institutional capitation. Scholarships increased by 77.9 per cent over the period and their share of the three funding streams rose from 30.0 per cent to 39.7 per cent. This strengthens trainee affordability, but it does not automatically provide Colleges with flexible resources for utilities, workshop consumables, equipment maintenance, ICT services, safety compliance and other institutional operating costs.

Capitation increased by 17.6 per cent over the two-year period but remained virtually unchanged at approximately KSh 5.2 billion between FY 2024/25 and FY 2025/26. Its share of the three funding streams consequently declined from 67.5 per cent to 58.9 per cent. Since the allocation was flat in nominal terms while the general price level continued to rise, its purchasing power reduced. The data therefore supports the concern that growth in total sector funding may coexist with increasing operational pressure at College level.

Funding for the four Special Needs TVET institutions increased in FY 2024/25 but declined by 34.7 per cent in FY 2025/26 and was 25.8 per cent below the FY 2023/24 level. This trend is material because inclusive training requires additional expenditure on accessible infrastructure, assistive technologies, specialised instructional support, adapted learning materials and maintenance. TVETA reported that trainees with disabilities constituted only

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0.65 per cent of enrolment in public TVCs in 2024, indicating that financial constraints may compound existing access barriers.

#### 3.3.3.1 Key Financial Sustainability Challenges

**(a) Funding adequacy and cash-flow volatility:** TVCs rely heavily on capitation, scholarships and trainee fees, yet the timing of receipts may not correspond with the timing of payroll, utilities, training materials, examinations, insurance and maintenance obligations. Delayed or partial disbursements can therefore interrupt training even where an allocation has been approved. Colleges require rolling cash-flow plans and expenditure prioritisation mechanisms rather than relying only on annual budgets.

**(b) Programme and enrolment economics:** Newly established or geographically dispersed Colleges may operate below viable enrolment levels while still incurring minimum costs for management, security, utilities, trainers, workshops and statutory compliance. At the same time, popular programmes may be overcrowded and under-resourced. The absence of systematic programme costing and portfolio review may result in the continued delivery of low-demand or duplicative programmes without a clear public-interest justification.

**(c) High cost of competency-based training:** Competency-Based Education and Training requires functional workshops, consumables, industry-standard equipment, assessment materials, digital systems and regular trainer retooling. These costs vary significantly by programme and cannot be managed effectively through uniform budgeting assumptions. Engineering, construction, agriculture, hospitality, health and ICT programmes have different cost drivers and equipment replacement cycles.

**(d) Asset lifecycle and utilisation gaps:** The presence of idle or non-functional equipment indicates weaknesses in procurement planning, installation, maintenance, spare-parts provision, trainer competence, inventory control and programme alignment. Capital equipment that is not integrated into the curriculum or supported by recurrent maintenance budgets creates carrying costs without corresponding training or commercial value.

**(e) Staffing affordability:** TVETA reported that 63 per cent of trainers in TVCs under the Ministry of Education were employed by the Public Service Commission, with the balance engaged by Boards of Management to address staffing gaps. Board-funded trainers transfer a substantial recurrent obligation to institutions and may place pressure on trainee fees and own-source revenue. Staffing growth should therefore be linked to funded establishments, enrolment, programme demand and the College's medium-term resource envelope.

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**(f) Revenue concentration and receivables:** Heavy dependence on a limited number of revenue streams exposes Colleges to policy changes, household income constraints and disbursement delays. Outstanding trainee fees, unreconciled scholarships, weak debtor ageing and limited follow-up reduce cash conversion even where income has been recognised. Revenue forecasting that does not distinguish billed income from collectable cash may overstate the institution's capacity to meet obligations.

**(g) Weak commercial governance of production units:** Production units, farms, workshops, hospitality facilities, short courses, consultancy and other income-generating activities can strengthen practical training and generate revenue. However, without approved business plans, market analysis, transparent tariffs, cost accounting, stock controls, segregation of duties and viability reviews, they may conceal losses, subsidise private consumption or divert staff and assets from the core training mandate.

**(h) Fragmented resource mobilisation:** Partnerships with industry, counties, development partners and alumni are often pursued as isolated initiatives rather than through a coordinated institutional pipeline. Grants and donations may also create future recurrent obligations, including staffing, maintenance, subscriptions and counterpart funding. Resource mobilisation therefore requires due diligence, costing, agreement management and sustainability assessment before commitments are accepted.

**(i) Financial and management information gaps:** The overall annual-returns response rate for TVCs was 29 per cent, although compliance among Ministry of Education TVCs was higher at 81 per cent. Weak or incomplete data on enrolment, programme costs, equipment utilisation, receivables and graduate outcomes limits evidence-based budgeting and makes it difficult to compare financial performance across Colleges.

**Recommendations**

**a.** The planning function should coordinate medium-term resource projections, programme costing, enrolment forecasting, annual work planning, budget preparation, performance monitoring, partnership development and the resource mobilisation pipeline. Risk management should also be integrated within planning so that financial, programme and partnership risks are assessed before commitments are made.

**b.** The finance and accounts function should retain responsibility for budget execution, cash-flow management, revenue collection, receivables, bank and scholarship reconciliation, management accounting, cost-centre reporting, financial statements and control of commercial-unit accounts. The function should generate timely information for management and the Board rather than operate only as a transaction-processing unit.

**c.** Technical departments should retain operational responsibility for training-linked production units and ensure that commercial activities remain relevant to curriculum delivery, trainee exposure and industry standards. Commercial transactions should, however, remain subject to central financial, procurement, inventory and audit controls.

**d.** The supply chain management function should integrate procurement planning with equipment lifecycle requirements, including installation, warranties, service contracts, spare parts, calibration, inventory, insurance and lawful disposal. Procurement of equipment should be supported by confirmed programmes, trainers, trainee demand and recurrent maintenance provision.

**e.** Undertake periodic programme portfolio reviews using labour-market demand, enrolment, completion, graduate outcomes, unit cost, equipment utilisation and strategic relevance. Low-enrolment programmes should be consolidated, shared, reconfigured or suspended where justified, while strategically necessary programmes should be supported through explicit public-interest funding.

**f.** Introduce programme and activity-based costing to establish the cost per trainee and the contribution of each funding stream. This should distinguish trainee support from institutional operating finance and identify unfunded obligations before programmes or staffing levels are expanded.

**g.** Prepare a Board-approved Resource Mobilisation and Partnership Plan that prioritises industry-sponsored equipment, apprenticeships, short courses, Recognition of Prior Learning, testing and repair services, consultancy, county partnerships, development-partner grants, alumni support and lawful use of facilities.

**h.** Require every production unit or commercial activity to operate under an approved business plan, defined cost centre, market-based pricing, stock and cash controls, clear responsibility, performance targets and periodic viability review. Activities that consistently fail to cover their direct costs or support training outcomes should be restructured or discontinued.

**i.** Establish equipment utilisation and maintenance plans showing responsible users, operating hours, consumable requirements, preventive maintenance, service contracts, downtime, repair costs and replacement dates. Shared use of specialised equipment among neighbouring Colleges and industry should be considered where utilisation is low.

**j.** Protect funding for Special Needs TVET institutions and mainstream accessibility costs into institutional budgets. Resource mobilisation initiatives should explicitly include assistive technologies, accessible infrastructure, specialised staff support and partnerships that improve inclusion.

## Conclusion

The analysis indicates that the central issue is not simply inadequate funding, but the absence of an integrated institutional model linking enrolment, programme decisions, staffing, assets, cash flow and revenue mobilisation. Nominal growth in total disbursements has been accompanied by stagnation in institutional capitation, a growing reliance on scholarships and a reduction in funding for Special Needs TVET institutions. The generic organisation structure should therefore strengthen planning, management accounting, revenue and receivables control, partnership coordination, asset lifecycle management and independent assurance while remaining lean.

### 3.3.4 Procurement, Asset, Infrastructure and Equipment Management

**Challenge:** Parliamentary examination of audit findings in selected institutions has highlighted procurement-plan anomalies, unapproved expenditure, absence of asset registers, incomplete land-ownership documentation and underutilisation of budgets. The Presidential Working Party further reported that many newly established institutions had only one equipped department, while older institutions had dilapidated or obsolete infrastructure and equipment. Weak maintenance systems, lack of spare parts and inadequate technical personnel can leave modern equipment idle and compromise safety and programme accreditation.

**Recommendation:** The organisation structure should provide an independent professional Supply Chain Management function reporting directly to the head of the procuring entity, supported by procurement planning, contract management, stores, inventory and asset-disposal arrangements. A facilities, estates and technical-maintenance function should maintain land and building records, asset registers, preventive-maintenance plans, equipment utilisation records, workshop safety systems and lifecycle replacement plans. Capital procurement should be driven by approved programmes, trainer readiness, recurrent-cost affordability and demonstrable demand.

### 3.3.5 Curriculum Delivery, CBET, Assessment and Quality Assurance

**Challenge:** Transition to Competency-Based Education and Training has increased the need for modular planning, practical assessment, workplace evidence, assessors, internal verifiers, industry participation and reliable learner records. The Working Party identified weaknesses arising from traditional time-bound curricula, centralised assessment, limited coordination and inadequate trainer readiness. In some institutions, academic quality assurance is combined with routine delivery or examinations without sufficient independence, and trainers may not be registered, pedagogically prepared or current in industry practice.

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**Recommendation:** Colleges should institutionalise an internal quality management system covering programme approval, curriculum implementation, lesson and workshop planning, assessment integrity, internal verification, moderation, trainer registration, trainee feedback, programme review, corrective action and continuous improvement. Academic delivery, examinations and quality assurance should have clear but coordinated responsibilities. The institution should maintain sufficient trained assessors and verifiers and use digital systems to track competence achievement and certification.

### 3.3.6 Industry Linkages, Work-Based Learning and Graduate Employability

**Challenge:** The Presidential Working Party observed that institutions often develop individual industry relationships without adequate coordination and that weak linkages contribute to skills mismatch. Placement of trainees for industrial attachment, apprenticeship and dual training is constrained by limited employer capacity, informal partnerships and weak monitoring. Many Colleges do not consistently undertake labour-market surveys, employer satisfaction studies or graduate tracer studies, making it difficult to determine programme relevance and employment outcomes.

**Recommendation:** Each College should establish a coordinated industry-linkage and career-services capability responsible for employer partnerships, sector advisory committees, dual-training agreements, industrial attachment and apprenticeship, workplace assessment, career guidance, job placement, employer feedback and tracer studies. Academic departments should retain technical ownership of programmes, while a central coordination function ensures consistent standards, data, safeguarding and institutional partnerships.

### 3.3.7 ICT, Institutional Data and Digital Transformation

**Challenge:** The Working Party identified non-centralised TVET data as a constraint to planning and decision-making. At College level, admissions, finance, examinations, human resource, library, procurement, asset, learning and alumni information may be held in disconnected systems or manual records. Selected newly established institutions have also been cited for absence of information-technology security policies. Limited connectivity, weak cyber security, inadequate data protection, poor records management and insufficient user support reduce efficiency and expose institutions to operational and reputational risk.

**Recommendation:** Colleges should implement an integrated management information system with defined data ownership, standard data definitions, access controls, backup and disaster-recovery arrangements. The ICT function should cover infrastructure, applications, user support, cyber security, data protection, digital learning and systems integration, while the records-management function ensures reliable physical and

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electronic records. Institutional dashboards should support management, Board oversight and statutory reporting.

### 3.3.8 Learner Access, Enrolment, Retention, Welfare and Inclusion

**Challenge:** Despite overall growth in TVET enrolment, some newly established Colleges record low enrolment due to location, limited programmes, inadequate facilities, weak public awareness and competition from established institutions. The Working Party highlighted negative perceptions of TVET and very low participation of learners with special educational needs. Existing facilities may not be accessible, trainers may lack specialised skills and student welfare services may be inadequate. Financial hardship, accommodation, safety, counselling and career uncertainty also affect retention and completion.

**Recommendation:** Colleges should base programme expansion on demand and undertake coordinated outreach, career guidance, community engagement and rebranding. A learner-support framework should integrate admissions, financial-aid guidance, counselling, disability support, safeguarding, health, accommodation, sports, student leadership and grievance management. Infrastructure, information and learning materials should be accessible, and learner data should be disaggregated to monitor participation, retention, completion and outcomes for vulnerable groups.

### 3.3.9 Research, Innovation, Incubation, Entrepreneurship and Production Units

**Challenge:** Innovation, incubation and production activities are often dispersed among academic departments without an institutional policy, intellectual-property framework, commercialisation support, performance measures or dedicated coordination. Equipment and trainee projects may not progress into prototypes, enterprises or community solutions. Audit scrutiny has also demonstrated that production units can incur losses where business activities are undertaken without clear costing, governance and separation from training activities.

**Recommendation:** The structure should assign responsibility for applied research, innovation, incubation, entrepreneurship and technology transfer and link these functions to industry and academic departments. Colleges should maintain policies on intellectual property, ethics, partnerships, use of equipment, commercialisation and benefit sharing. Production units should have defined training and commercial objectives, approved budgets, separate records and periodic assessment of educational value and financial performance.

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### 3.3.10 Human Resource Management, Leadership Capacity and Organisational Culture

**Challenge:** Selected Colleges have been cited for operating without approved human resource policies, conducting staff training without prior training-needs assessment and failing to comply fully with staffing diversity requirements. Across the sector, unclear career paths, delayed promotions and recruitment, weak induction, inadequate performance management and limited succession planning affect morale and accountability. Principals and senior managers are also required to manage complex public finance, procurement, audit, labour relations, quality assurance and stakeholder obligations, yet management development is not always systematic.

**Recommendation:** The Human Resource Management function should maintain approved policies, workforce plans, establishment control, recruitment and deployment records, performance management, training-needs assessment, staff development, succession plans, employee relations, occupational health and staff-welfare systems. Principals, Deputy Principals, Registrars, Deans and Heads of Department should receive structured leadership and public-sector management development, including governance, PFM, procurement, audit, risk, data, change management and people leadership.

### 3.3.11 Internal Control, Risk Management, Audit and Regulatory Compliance

**Challenge:** Recent audit findings affecting selected Colleges include absence of internal audit functions and audit committees, late financial statements, poor asset records, procurement non-compliance, unapproved expenditure and delayed responses to audit queries. Parliamentary proceedings have also exposed knowledge gaps among some institutional managers regarding audit and reporting obligations. Where risk management and compliance are not formally assigned, management may react to audit issues after occurrence rather than identify and control risks proactively.

**Recommendation:** Every College should maintain a risk-management framework coordinated by management and integrated into planning and performance reporting. Internal Audit should provide independent assurance, report functionally to the Board through the Audit and Risk Committee and administratively to the Principal. A compliance calendar should assign responsibility for statutory, regulatory and policy obligations, and management should track implementation of audit recommendations. Internal Audit should not be combined with finance, accounting, procurement or operational risk ownership.

### 3.3.12 Inter-Institutional and Stakeholder Coordination

**Challenge:** The TVET system involves the Ministry of Education, TVET Authority, TVET CDACC, Kenya National Qualifications Authority, Kenya Universities and Colleges Central



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Placement Service, Higher Education Loans Board, Public Service Commission, examining bodies, County Governments, industry and professional regulators. The Working Party noted that multiple institutions offering TVET outside coordinated arrangements contribute to fragmented standards, monitoring and data. At College level, overlapping reporting demands and uncoordinated partnerships can consume limited management capacity.

**Recommendation:** Colleges should maintain a stakeholder-management framework defining statutory relationships, reporting obligations, service standards and escalation channels. Memoranda of Understanding should be used for substantive partnerships, with clear deliverables, accountability and review. The generic structure should assign coordination responsibilities without duplicating the mandates of national regulators and should support timely, consistent institutional reporting.

### 3.3.13 Land encroachment and Inadequate Protection of Institutional Property

**Challenge**: Land encroachment remains a significant operational and institutional development challenge affecting a number of Technical and Vocational Colleges. The challenge is mainly attributed to inadequate documentation of land ownership, unclear or unmarked boundaries, weak monitoring of institutional property and unresolved claims by neighbouring communities, private developers and other parties.

Encroachment reduces the land available for the development of classrooms, workshops, laboratories, hostels, staff facilities, access roads, sporting facilities and future institutional expansion. It may also constrain agricultural training, production units and other income-generating activities undertaken by the Colleges. Where land disputes remain unresolved, institutions may experience delays in infrastructure development, disruption of training activities, increased security risks and environmental degradation arising from unauthorised occupation, waste disposal, tree cutting or extraction of construction materials.

The affected Colleges may further incur substantial expenditure on land surveys, boundary demarcation, fencing, legal proceedings and recovery of institutional property. Prolonged disputes also divert management attention and institutional resources from the delivery of training programmes and undermine effective implementation of strategic and infrastructure development plans. In addition, incomplete land records and weak asset-management controls expose the Colleges and their Boards of Governors to legal, financial and governance risks.

**Recommendation:** Boards of Governors and management of Technical and Vocational Colleges should safeguard institutional land and other immovable assets by ensuring that all land is surveyed, registered and supported by valid ownership documents, including title deeds, allotment letters and approved survey plans, as applicable. Institutional

boundaries should be clearly demarcated and secured through fencing, boundary walls or appropriate markers, subject to availability of resources.

The Colleges should also establish and maintain comprehensive land and property registers, undertake regular inspections of institutional property and promptly report and address any attempted or actual encroachment. Management should strengthen collaboration with the Ministry responsible for TVET, the National Land Commission, the Ministry responsible for Lands, County Governments, land registries, local administration and relevant security agencies in resolving ownership and boundary disputes.

Further, each College should develop and implement a land and property management framework providing for documentation, boundary protection, monitoring, maintenance, utilisation and recovery of institutional property. Where encroachment has occurred, the responsible Board of Governors should initiate timely administrative and legal action, while undertaking appropriate community engagement and public awareness to promote protection of institutional land and minimise recurring disputes.

### 3.4: Provision of Health Services in TVET Institutions

TVET institutions are required to provide accessible health services to promote the well-being, safety, and welfare of trainees and staff. This includes establishing a functional health unit staffed by qualified healthcare personnel, particularly registered nurses, who are responsible for providing primary healthcare, first aid, health education, emergency response, and referrals to specialized medical facilities when necessary.

The recruitment of qualified nursing personnel ensures that the institution is adequately prepared to manage medical emergencies, respond to accidents and illnesses, monitor the health status of trainees, and support preventive healthcare initiatives. In addition, the health unit plays a critical role in promoting healthy lifestyles, disease prevention, mental health awareness, reproductive health education, and compliance with public health requirements.

The lack of adequate funding for the recruitment of qualified health personnel, particularly nurses, poses significant challenges to TVET institutions in delivering quality health services to trainees and staff.

**Recommendations:** Strengthening health services in TVET institutions requires a comprehensive approach that combines preventive care, accessible treatment services, mental health support, adequate infrastructure, emergency preparedness, and strong institutional policies. Collaboration among institutional management, government agencies, healthcare providers, and students is essential to ensure a healthy learning environment that supports student well-being, academic success, and workforce readiness.

### 3.5: Security

Security is a critical support function in TVET institutions as it ensures the safety of trainees, staff, visitors, institutional assets, and infrastructure, while providing a secure environment that is conducive to teaching and learning. Ideally, institutions should establish and maintain a dedicated security unit with adequate personnel to provide access control, surveillance, emergency response, crime prevention, and protection of institutional property.

However, establishing and maintaining a fully-fledged security unit is financially demanding. The costs associated with recruiting, training, equipping, and remunerating security personnel, as well as procuring surveillance equipment and other security infrastructure, are beyond the financial capacity of many individual TVET institutions.

To strengthen security, the Government has deployed the Critical Infrastructure Protection Unit (CIPU) to safeguard public institutions, including TVET institutions. The presence of the CIPU has significantly enhanced the protection of institutional facilities, improved emergency response, deterred criminal activities, and contributed to a safer learning and working environment.

**Challenges**

Despite the deployment of the CIPU, several challenges remain:

- **Limited institutional funding** hinders the recruitment of additional security personnel to complement the services provided by the CIPU, particularly for internal patrols, hostel security, and crowd management during institutional events.
- **Inadequate security infrastructure**, such as perimeter fencing, CCTV surveillance systems, security lighting, alarm systems, and access control mechanisms, limits the effectiveness of existing security arrangements.
- **Growing trainee enrolment and expansion of institutional facilities** increase the demand for comprehensive security coverage, stretching the available personnel and resources.
- **Dependence on Government deployment** means that institutions have limited control over the number of officers assigned, deployment schedules, and replacement of transferred personnel, which may occasionally create security gaps.

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- **Budget constraints** limit the institution's ability to invest in modern security technologies, undertake regular security risk assessments, and provide continuous training for support security staff.

RECOMMENDATIONS: Improving security in Technical and Vocational Education and Training (TVET) institutions requires a combination of physical, technological, administrative, and community-based measures. Strengthening security through Fostering Collaboration with External Agencies by Building partnerships with local police and emergency services.

### 3.6: Overall Implications for Organisation Design

The situational analysis demonstrates that the principal requirement is not simply to increase the number of offices or posts, but to establish a coherent institutional operating model that links mandate, governance, functions, people, systems, resources and accountability. The generic structure should therefore be standardised sufficiently to promote equity, comparability and compliance, but scalable enough to accommodate differences in programme complexity, enrolment and institutional maturity.

The proposed Organisation Structure, Grading Structure and Staff Establishment should be guided by the following design implications:

(i) **Mandate and learner focus:** the structure should place competency development, quality training outcomes, learner welfare and employability at the centre of institutional operations.

(ii) **Technical dominance and lean shared services:** resources should be concentrated in trainers, technical support, workshops, assessment and industry-linked delivery, while shared services remain adequate, professional and proportionate.

(iii) **Clear accountability and segregation of duties:** reporting relationships should minimise direct reports to the Principal, clarify managerial portfolios and protect the independence of audit, procurement, quality assurance and other control functions.

(iv) **Scalability and institutional maturity:** the model should define a minimum structure for all Colleges and objective thresholds for additional management layers, sections and specialised posts.

(v) **Industry and labour-market responsiveness:** programme planning, dual training, industrial attachment, career services, tracer studies, innovation and resource mobilisation should be embedded as coordinated institutional capabilities.

(vi) **Digital and evidence-based management:** integrated information systems, data governance, institutional research, monitoring and evaluation should support decisions, statutory reporting and accountability.

(vii) **Financial realism and phased implementation:** the approved establishment should be futuristic but recruitment should be phased according to criticality, workload, enrolment, infrastructure readiness and affordability.

(viii) **Career equity and professionalisation:** grading and career progression should be harmonised, job-evaluation based and responsive to both managerial and technical-specialist development.

(ix) **Inclusion, safety and sustainability:** the design should provide clear accountability for disability inclusion, gender, counselling, safeguarding, occupational health and safety, environmental management and resilient infrastructure.

(x) **Continuous review:** the institution should monitor the effectiveness of the structure and establishment through performance indicators, audit findings, learner and employer feedback, programme outcomes and periodic organisation reviews.

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## CHAPTER 4: PROPOSED ORGANISATION STRUCTURE, GRADING AND STAFF ESTABLISHMENT

### 4.1: Principles of Organisation Design

**Organisation Structure**

An organisation structure depicts the formal configuration of roles, responsibilities, functional relationships and reporting arrangements through which an institution delivers its mandate. For Technical and Vocational Colleges, the organisation structure should be derived from the statutory responsibilities of the Board of Governors, the training mandate of the College, the programmes offered, the number of trainees, the institutional infrastructure, the operational environment and the need to provide efficient academic, technical and administrative services.

A fit-for-purpose organisation structure enables a College to coordinate training and support activities effectively; clarify authority, accountability and reporting relationships; minimise overlaps, duplication and jurisdictional conflicts; facilitate delegation and supervision; promote efficient utilisation of human and financial resources; support staff career growth; facilitate effective wage and salary administration; strengthen communication and decision-making; provide a sound basis for planning and performance management; and promote cooperation, innovation and a shared institutional purpose.

The following principles of organisation design informed the proposed generic organisation structure for Technical and Vocational Colleges: -

(a) Alignment with the mandate and core functions of Technical and Vocational Colleges: -

(i) facilitate the delivery of accessible, inclusive, quality and relevant technical and vocational education and training;

(ii) support effective implementation of curricula, competency-based education and training, industrial attachment, assessment and certification requirements;

(iii) provide for the maintenance of standards, internal quality assurance and continuous improvement in training;

(iv) facilitate effective management of trainees, trainers, workshops, laboratories, equipment and other training facilities; and

(v) remain responsive to emerging technologies, labour-market requirements, changing national priorities and the evolving skills needs of industry and the economy.

(b) Grouping of related functions and demarcates technical (core) and shared services: - Related and complementary functions should be grouped together to facilitate coordination, accountability and efficient utilisation of resources. The structure should clearly distinguish the College's technical and training functions from shared services.

(c) Reflects the areas of strength – SWOT: -

(i) Size of the TVC;
(ii) Portfolio based – Single line structures negates the principle of delegation/workload inadequate;
(iii) Functional rather than position based and based on workload indicators staffing norms;
(iv) Reflects level of outsourcing of non-core functions;
(v) Level of automation of work processes, mode of service delivery, whether capital or labor intensive;
(vi) Complexity, geographical spread and the extent and need for centralization versus decentralization;
(vii) Span of control, chain of command and unity of command;
(viii) Depicts reporting relationships within the organization thereby clarifying roles and responsibilities as well as workflow;
(ix) Demarcates activities and roles of players within the organization for internal harmony, stability and efficiency;
(x) Interfaces activities of units and sub-units in an effective manner;
(xi) Clarifies the roles and linkages of the institutions' internal and external players; and
(xii) Operational environment, desirable traditions and culture: -
- Allows participatory decision making; and
- Provides an equitable, fair, open and non-discriminatory working environment.

**Grading Structure**

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A Job Grade refers to a collection of jobs that are considered to be of the same value or worth. A grading structure consists of a series of grades or ranks showing the hierarchy of jobs, and through which an employee can progress. It provides for development of a hierarchy of jobs indicating the levels of expertise in different positions.

A well-designed grading structure would enable the TVCs achieve a balance between defined roles in a particular cadre and the need for attraction, retention and career growth of employees. An optimal grading structure should neither be too short nor too long. Grading structure also enables an organization to execute control over the implementation of pay policies and budget.

The development/review of grading structure is informed by various factors such as Mandate, Operational Environment, age, size and complexity, current number of grades and geographical spread of the organization.

An elaborate and well-designed grading structure has various advantages to an organization, including: providing clearly defined career paths for staff, hence more prospects for promotion and career opportunities leading to commitment and improved performance; facilitates attraction of staff; facilitates efficient leadership and communication; provides clear lines of authority and reporting within functional areas; provides for a clear chain of command; provides clarity on roles of each position hence improved delegation, accountability for actions and decisions at each management level; facilitates close supervision of employees through optimal spans of control thereby encouraging adherence to rules; creates a culture of loyalty towards teams, departments and the organization as a whole; promotes specialization thereby increasing productivity; and fosters workload distribution through division of work into specific tasks and distribution of the same amongst employees.

A fit-for-purpose grading structure has the following features: -

(a) Ranking of jobs from the highest to the lowest;

(b) Distinct and transparent grades without hidden elements or sub-grades (such as 2a, 2b, 2c) for purposes of equation and administration of salary and benefits;

(c) Grades and designations that are seamless across cadres in the organization;

(d) Substantive designations such as General Manager or Director and not deployment titles such as, Head of Function;

(e) Consistent nomenclature providing for either directorship or managerial designations without combining the two in a cadre;

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(f) Hierarchy of designations reflecting the relative seniority within and across cadres and functional areas; and

(g) Adequate grades to facilitate differentiation of roles and facilitate integration and coordination of functions while creating room for career growth and development and mitigating against undue stagnation.

**Staff Establishment**

A staff establishment depicts the staffing levels that are considered optimal for the achievement of an organization's objectives. A staff establishment is futuristic and therefore filling of established posts should be gradual rather than immediate.

An optimal staff establishment forms the basis for staffing. Optimal staffing levels are informed by the following parameters:

(i) Focus on core business of the organization, while observing the 70:30 ratio of technical to administrative/shared services staff. Technical in this respect is determined by the Job rather than the qualifications as informed by the mandate of the organization;
(ii) The obtaining workload based on the services expected by the client to ensure optimal utilization of staff;
(iii) Geographical spread;
(iv) Staffing Norms;
(v) Outsourcing functions that are peripheral to the core business of the organization except in special circumstances e.g., security, cleaning, courier services;
(vi) Level of automation of the various functions;
(vii) Resultant financial implication on personal emoluments arising from the reviewed staff establishment;
(viii) Nature of the mandate of the organization, whether delivery is labor or capital intensive; and
(ix) Clear justification for each position.

### 4.2: Functional Analysis

A functional analysis of the mandate of the TVCs revealed the following functional areas: -

**Table 5: Functional Analysis**

| Function | Thematic Area | Proposed Functional Area | Departmentalisation |
|---|---|---|---|
| Govern and manage training in accordance with the Act and the approved instrument of governance. (TVET Act, s.27) | Governance and institutional leadership | Office of the Principal | |

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| Function | Thematic Area | Proposed Functional Area | Departmentalisation |
|---|---|---|---|
| Encourage cooperation and collaboration among stakeholders and ensure stakeholder participation at county, national and international levels. (s.27) | Stakeholder coordination | Academic Affairs Division | Research , Innovation, Industry Linkages and Enterprise Development. |
| Decentralise decision-making authority on financial, human resource and other relevant matters. (s.27) | Delegation and accountability | Finance, Administration and Planning | Finance and Planning. Human Resource Management and Development |
| Oversee the conduct of education and training in accordance with the Act and any other written law. (s.29(a)) | Training governance | Academic Affairs Division | Training |
| Serve as Secretary to the Board of Governors. (Second Schedule) | Board secretariat coordination | Office of the Principal | |
| Promote and maintain standards, quality and relevance in education and training. (s.29(b)) | Quality assurance and standards | Office of the Principal | Quality Assurance and Standards. |
| Put in place internal systems to ensure maintenance of standards, quality and relevance of training programmes. (s.33(2)) | Internal quality management | Office of the Principal | Quality Assurance and Standards. |
| Adopt national and international standards, establish credible quality assurance systems and continuously review standards and quality. (s.38) | Standards and continuous improvement | Office of the Principal | Quality Assurance and Standards. |
| File an annual institutional self-evaluation report and report on infrastructure and training development. (s.41) | Self-evaluation and statutory reporting | Office of the Principal | Quality Assurance and Standards |
| | | Finance, Administration and Planning | Planning. |
| Develop and review programmes for training and make representations to the relevant authority. (s.29(i)) | Programme development and review | Academic Affairs; | Training |
| Introduce, review or alter programmes of instruction with the requisite approval. (s.32(1)) | Curriculum and programme management | Academic Affairs Division; | Training. |
| Deliver Competency-Based Education and Training curricula, modularised learning and practical competency development. | CBET implementation | Academic Affairs | Training. |

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| Function | Thematic Area | Proposed Functional Area | Departmentalisation |
|---|---|---|---|
| Coordinate lesson planning, timetabling, academic calendars and training delivery records. | Academic administration | Academic Affairs | Academic Administration, Admissions and Assessment Department |
| Regulate admission and exclusion of trainees subject to the national qualifications framework and the Act. (s.29(j)) | Admissions and academic progression | Academic Affairs | Academic Administration, Admissions and Assessment Department; Student Affairs and Learner Support Department. |
| Coordinate trainee admission, registration, academic records, examinations, competency assessment, internal verification and certification liaison. | Admissions, assessment and certification | Academic Affairs | Academic Administration, Admissions and Assessment Department. |
| Assess and recognise skills and competencies acquired through work and experience. (s.43) | Recognition of Prior Learning | Academic Affairs | Academic Administration, Admissions and Assessment Department; Research, Innovation, Industry Linkages and Enterprise Development Department; Quality Assurance and Standards Department |
| Integrate on-the-job attachment and internships at all levels. (s.39) | Work-based learning | Academic Affairs | Research, Innovation, Industry Linkages and Enterprise Development Department |
| Approve collaboration or association with institutions and industries in and outside Kenya, subject to the required approval. (s.29(k)) | Industry and institutional partnerships | Academic Affairs | Research, Innovation, Industry Linkages and Enterprise Development Department |
| Collect labour-market information, undertake employer surveys and graduate tracer studies, and coordinate career services and job placement. | Employability and labour-market responsiveness | Academic Affairs | Research, Innovation, Industry Linkages and Enterprise Development Department |

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| Function | Thematic Area | Proposed Functional Area | Departmentalisation |
|---|---|---|---|
| Facilitate lifelong learning, innovativeness, creativity and updating of knowledge and skills. (s.32(2)) | Research, innovation and lifelong learning | Academic Affairs | Research, Innovation, Industry Linkages and Enterprise Development Department; Academic and Training Departments. |
| Coordinate innovation, incubation, entrepreneurship, production units, technology transfer, intellectual property and commercialisation. | Innovation and enterprise development | Academic Affairs | Research, Innovation, Industry Linkages and Enterprise Development Department. |
| Provide library, digital information and learning-resource services. | Library and learning resources | Academic Affairs | Library and Learning Resource Services Section. |
| Provide for the welfare of trainees and staff. (s.29(p)) | Learner and staff welfare | Academic Affairs | Student Affairs and Learner Support Department;. |
| | | Finance, Administration and Planning | Human Resource Management and Development Department |
| Address the special needs of persons with disabilities, minorities and marginalised groups. (s.32(2)(iv)) | Inclusion and special needs support | Academic Affairs | Student Affairs and Learner Support Department; Training Departments |
| Encourage, nurture and promote democratic culture, dialogue and tolerance. (s.29(q)) | Trainee governance and institutional culture | Academic Affairs | Student Affairs and Learner Support Department |
| Coordinate trainee counselling, health, accommodation, sports, recreation, safeguarding, discipline, grievances, retention and completion support. | Learner support and development | Academic Affairs | Student Affairs and Learner Support Department |
| Develop and implement the institutional strategic plan. (s.29(d)) | Strategy and institutional planning | Finance, Administration and Planning | Planning Department |
| Develop and manage ICT infrastructure, institutional systems, cyber security, data protection, user support, digital learning infrastructure and disaster recovery. | ICT and digital transformation | Office of the Principal | ICT and Management Information Systems Department |

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| Function | Thematic Area | Proposed Functional Area | Departmentalisation |
|---|---|---|---|
| Coordinate integrated institutional data, TVET-MIS, dashboards, data quality and management information. | Institutional data and management information | Office of the Principal | ICT and Management Information Systems Department |

### 4.3: Proposed Organisation Structure

Based on the functional analysis, the Task Team proposes an Organizational Structure for the TVCs as depicted in ***Figure II*** comprising of the following: -

**(a) Office of the Principal/Chief Executive Officer;**

**(b) Academic Affairs Division comprising: -**

- Admissions and Assessment Department;
- Training Department;
- Student Affairs Department;
- Research, Innovation, Industry Linkages and Enterprise Development Department;
- Library Section

**(c) Quality Assurance and Standards Department;**

**(d) Finance, Administration and Planning Division comprising: -**

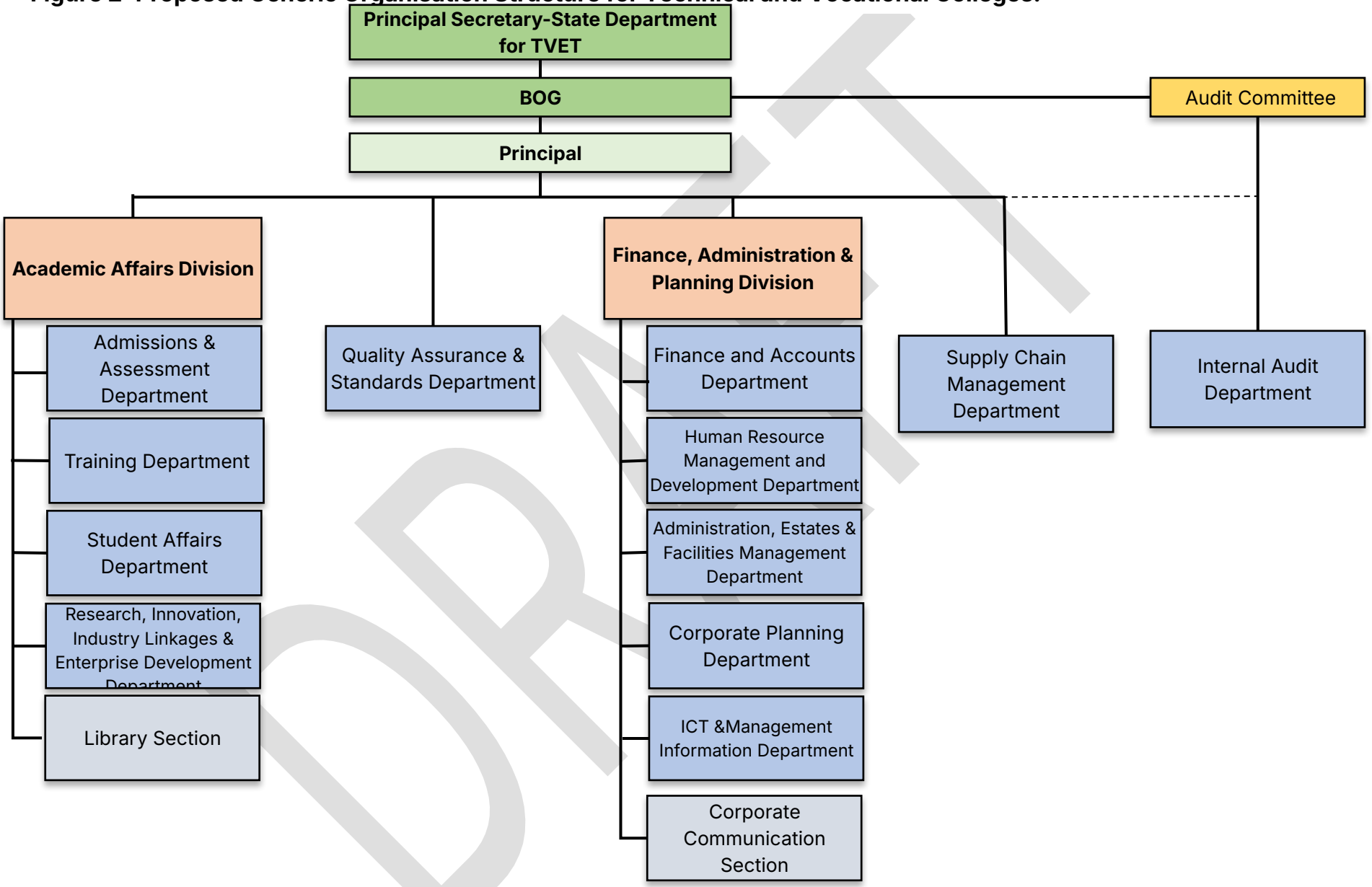
- Finance and Accounts Department;
- Human Resource Management and Development Department;
- Administration and Facilities Management Department;
- Corporate Planning Department; and
- Corporate Communication Section.
- ICT and Management Information Services Department;

**(e) Supply Chain Management Department; and**

**(f) Internal Audit Department.**

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**Figure 2: Proposed Generic Organisation Structure for Technical and Vocational Colleges.**




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### 4.4: Proposed Grading Structure

Technical and Vocational Colleges are not established as body corporates, it is proposed that they adopt a customised application of the seventeen-tier Civil Service grading structure, taking into account their institutional mandate, levels of responsibility, complexity of work and reporting relationships. Under the proposed structure, the Principal will be placed at CSG 5, being the highest grade within the College, while Office Assistant III will be placed at CSG 16, being the lowest grade, as indicated in Table 6 below.

Entry into the grading structure will be determined by the requisite basic academic and professional qualifications, relevant experience, professional registration and membership, where applicable, and the competencies required for appointment to the respective grades, as indicated in Table 7 below. The grading structure has further been customised to provide appropriate career progression for both the training cadre and the administrative and support services cadres.

**Table 6: Proposed Grading Structure for TVCs**

| Designation (Trainers) | Designation (Administrative Support) | CSG |
|---|---|---|
| Principal | | 5 |
| Deputy Principal | | 6 |
| Dean of Trainees/ Registrar/Senior Technical Trainer I | Assistant Director | 7 |
| Senior Technical Trainer II/ Senior Assistant Technical Trainer I | Senior Officer I/Senior Assistant Officer I | 8 |
| Senior Technical Trainer III/Senior Assistant Technical Trainer II | Senior Officer II/Senior Assistant Officer II | 9 |
| Technical Trainer I/Assistant Technical Trainer I | Officer I/Assistant Officer I/Senior Technician | 10 |
| Technical Trainer II/Assistant Technical Trainer II | Officer II/Assistant Officer II/Technician I | 11 |
| Assistant Technical Trainer III | Assistant Officer III/Technician II/Senior Driver | 12 |
| | Technician III/Driver I/Senior Office Assistant | 13 |
| | Driver II/Office Assistant I | 14 |
| | Driver III/Office Assistant II | 15 |
| | Office Assistant III | 16 |

**Table 7: Proposed Qualification Matrix**

| Generic Designation (Technical Trainers) | Designation (Administrative Staff) | Grade | Remarks |
|---|---|---|---|
| Principal / CEO | | 1 | (i) **At least Fifteen (15) years relevant work experience, five (5) being in senior management position(s) or in a comparable position.**<br>(ii) **Bachelor's Degree from a recognized university in a relevant field.**<br>(iii) **Master's Degree from a recognized university in a relevant field.**<br>(iv) **Pedagogy qualification.**<br>(v) **Registered as a trainer by TVETA.**<br>(vi) **Certificate in Leadership Course lasting not less than four (4) weeks from a recognized institution.**<br>(vii) **A valid practicing certificate from relevant professional body (where applicable).**<br>(viii) **A valid practicing certificate from relevant professional body (where applicable).**<br>(ix) **Proficiency in computer applications.** |
| Deputy Principal | Director | 2 | **Promotion for trainers**<br>(i) Cumulative service period of Fifteen (15) years relevant work experience three (3) of which shall have been at the level of a Senior Technical Trainer I or a comparable position;<br>(ii) Bachelor's Degree in a relevant field<br>(iii) Master's Degree in a relevant field<br>(iv) Certificate in leadership Course lasting not less than four (4) weeks from a recognized institution.<br>(v) Membership to a relevant professional body where applicable and in good standing.<br>(vi) Pedagogy.<br>(vii) Registered as a trainer by TVETA<br>(viii) Proficiency in Computer Applications.<br>**Promotion - Bachelor's Degree Holders**<br>(i) Cumulative service period of fifteen (15) years' work experience three (3) of which shall have been at the level of a Deputy Director or a comparable position;<br>(ii) Bachelor's Degree from a recognized and accredited institution;<br>(iii) Master's Degree from a recognized and |

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| Generic Designation (Technical Trainers) | Designation (Administrative Staff) | Grade | Remarks |
|---|---|---|---|
| | | | accredited institution;<br>(iv) Certificate in Leadership Course lasting at least four (4) weeks from a recognized and accredited institution;<br>(v) Membership to a relevant professional body or association.<br>(vi) Valid practicing license from a relevant professional where applicable.<br>(vii) Proficiency in computer applications. |
| Deputy Director/ Senior Technical Trainer I | Deputy Director | 3 | Promotion for trainers<br>(i) Cumulative service period of twelve (12) years relevant work experience three (3) of which shall have been at the level of a Senior Technical Trainer II or a comparable position;<br>(ii) Bachelor's Degree in a relevant field.<br>(iii) Master's Degree in a relevant field.<br>(iv) Certificate in leadership Course lasting not less than four (4) weeks from a recognized institution.<br>(v) Membership to a relevant professional body where applicable and in good standing.<br>(vi) Pedagogy.<br>(vii) Registered as a trainer by TVETA<br>(viii) Proficiency in Computer Applications<br><br>Promotion - Bachelor's Degree Holders<br>(i) Cumulative service period of Fifteen (15) years relevant work experience three (3) of which shall have been at the level of a Assistant Director or a comparable position;<br>(ii) Bachelor's Degree from a recognized and accredited institution;<br>(iii) Master's Degree from a recognized and accredited institution<br>(iv) Membership to a relevant professional body or association;<br>(v) Valid practicing license from a relevant professional where applicable.<br>(vi) Certificate in Leadership Course lasting not less than four (4) weeks. |

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| Generic Designation (Technical Trainers) | Designation (Administrative Staff) | Grade | Remarks |
|---|---|---|---|
| | | | (vii) Proficiency in computer applications; and<br>(viii) Shown merit and ability as reflected in work performance and results |
| Assistant Director / Senior Technical Trainer II | Assistant Director | 4 | **Promotion for trainers**<br>(i) **Cumulative service period of nine (9) years relevant work experience, three (3) of which should have been at the grade of Senior Technical Trainer III or in a comparable position**<br>(ii) **Bachelor's Degree in a relevant field.**<br>(iii) **Certificate in management course lasting not less than four (4) weeks from a recognized institution.**<br>(iv) **Membership to a relevant professional body where applicable and in good standing.**<br>(v) **Pedagogy.**<br>(vi) **Registered as a trainer by TVETA**<br>(vii) **Proficiency in Computer Applications.**<br>**Promotion - Bachelor's Degree Holders**<br>(i) **Cumulative service period of twelve (12) years relevant work experience, three (3) of which should have been at the grade of Principal Officer or in a comparable position;**<br>(ii) **Bachelor's Degree from a recognized and accredited institution**<br>(iii) **Master's Degree from a recognized and accredited institution**<br>(iv) **Membership to a relevant professional body or association;**<br>(v) **Valid practicing license from a relevant professional where applicable.**<br>(vi) **Certificate in Leadership Course lasting not less than four (4) weeks.**<br>(vii) **Proficiency in computer applications; and**<br>(viii) **merit and ability as reflected in work performance and results.** |
| Senior Technical Trainer III | Senior Officer I / Senior | 5 | **(a) Promotion for Trainers** |

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| Generic Designation (Technical Trainers) | Designation (Administrative Staff) | Grade | Remarks |
|---|---|---|---|
| | Assistant Officer I | | (i) **Cumulative service period of six (6) years relevant work experience three (3) of which should have been at the level of Technical trainer I or a comparable position.**<br>(ii) **Bachelor's Degree in a relevant field**<br>(iii) **Membership to a relevant professional body where applicable and in good standing.**<br>(iv) **Pedagogy.**<br>(v) **Registered as a trainer by TVETA**<br>(vi) **Proficiency in Computer Applications**<br><br>**(b) Promotion - Bachelor's Degree Holders**<br><br>(i) **Cumulative Service period of nine (9) years relevant work experience, three (3) of which should have been at the grade of Senior Officer II or in a comparable position;**<br>(ii) **Bachelor's Degree from a recognized university in relevant field;**<br>(iii) **Master's Degree from a recognized university in relevant field;**<br>(iv) **Membership to a relevant professional body or association;**<br>(v) **Certificate in Management Course lasting at least four (4) weeks from a recognized and accredited institution;**<br>(vi) **Proficiency in computer applications; and**<br>(vii) **Shown merit and ability as reflected in work performance and results.**<br><br>**(b) Promotion – Diploma Holders**<br><br>(i) **Cumulative service period of twelve (12) years' relevant work experience three (3) of which should have been at the grade of senior Assistant Officer or a comparable position;**<br>(ii) **Diploma from a recognized and accredited institution;**<br>(iii) **Certificate in Supervisory Course lasting** |

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| Generic Designation (Technical Trainers) | Designation (Administrative Staff) | Grade | Remarks |
|---|---|---|---|
| | | | **not less than two (2) weeks from a recognized and accredited institution; and**<br>**(iv) Proficiency in computer applications** |
| Technical Trainer I /Senior Instructor | Senior Officer II / Senior Assistant Officer II | 6 | **(a) Promotion for trainers**<br>**(i) Cumulative service period of three (3) years relevant work experience at the level of Technical trainer II or a comparable position.**<br>**(ii) Bachelor's Degree in a relevant field.**<br>**(iii) Pedagogy.**<br>**(iv) Registered as a trainer by TVETA**<br>**(v) Proficiency in Computer Applications.**<br>**(b)Promotion - Bachelor's Degree Holders**<br>**(i) Cumulative service period of Six (6) years relevant work experience three (3) of which shall have been at the level of Officer I or a comparable position;**<br>**(ii) Bachelor's Degree from a recognized university in relevant field;**<br>**(iii) Proficiency in computer applications; and**<br>**(iv) Shown merit and ability as reflected in work performance and results.**<br>**(b) Promotion – Diploma Holders**<br>**(i) Cumulative service period of nine (9) years' relevant work experience three (3) of which should have been at the grade of Assistant Officer I or a comparable position;**<br>**(ii) Diploma from a recognized and accredited institution;**<br>**(iii) Certificate in Supervisory Course lasting not less than two (2) weeks from a recognized and accredited institution; and**<br>**(iv) Proficiency in computer applications** |
| Technical Trainer II/ Assistant Technical Trainer I | Officer I / Assistant Officer I | 7 | **(a) Entry for Trainers**<br>**(i) Bachelor's Degree in a relevant field from a recognized institution;** |

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| Generic Designation (Technical Trainers) | Designation (Administrative Staff) | Grade | Remarks |
|---|---|---|---|
| | | | (ii) **Pedagogy;**<br>(iii) **Registered as a trainer by TVETA; and**<br>(iv) **Proficiency in Computer Applications.**<br><br>**(b)Promotion - Bachelor's Degree Holders**<br><br>(i) **Cumulative service period of three (3) years relevant work experience at the grade of Officer II;**<br>(ii) **Bachelor's degree in a relevant field from a recognized and accredited institution;**<br>(iii) **Proficiency in computer applications; and**<br>(iv) **Shown merit and ability as reflected in work performance and results**<br>**(b) Promotion – Diploma Holders**<br><br>(i) **Cumulative service period of six (6) years' relevant work experience three (3) of which should have been at the grade of Assistant Officer II or a comparable position;**<br>(ii) **Diploma from a recognized and accredited institution;**<br>(iii) **Certificate in Supervisory Course lasting not less than two (2) weeks from a recognized and accredited institution; and**<br>(iv) **Proficiency in computer applications**<br>**(c) Promotion - Professional Certificate Holders**<br><br>(i) **Cumulative service period of nine (9) years' relevant work experience three (3) of which should have been at the grade of Assistant I or a comparable position;**<br>(ii) **Professional Certificate;**<br>(iii) **Certificate in Supervisory Course lasting not less than two (2) weeks from a recognized and accredited institution; and**<br>(iv) **Proficiency in computer applications** |
| Assistant Technical Trainer II | Officer II / Assistant Officer II/ | 8 | **(a) Entry for Degree holders**<br>(i) **Bachelor's Degree from a recognized university in relevant field** |

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| Generic Designation (Technical Trainers) | Designation (Administrative Staff) | Grade | Remarks |
|---|---|---|---|
| | Senior Clerical Officer | | (ii) **Proficiency in computer applications**<br><br>**(b)Promotion – Diploma Holders**<br><br>(i) **Cumulative service period of three (3) years' relevant work experience at the grade of Assistant Officer III/ Assistant Technical Trainer III or a comparable position;**<br>(ii) **Diploma from a recognized and accredited institution; and**<br>(iii) **Proficiency in computer applications.**<br>**(c) Promotion - Professional Certificate Holders**<br><br>(i) **Cumulative service period of six (6) years' relevant work experience three (3) of which should have been at the grade of Assistant Officer II;**<br>(ii) **Professional Certificate; and**<br>(iii) **Proficiency in computer applications**<br>**(d) Promotion - Clerical Cadre**<br><br>(i) Cumulative service period of nine (9) years' relevant work experience three (3) of which should have been at the grade of Clerical officer I; and<br><br>(ii) Proficiency in computer applications |
| Assistant Technical Trainer III | Assistant Officer III / Senior Artisan / Senior Driver / Clerical Officer I | 9 | **(a) Direct Entrants – Diploma Holders**<br><br>i. Diploma from a recognized and accredited institution<br><br>ii.Proficiency in computer applications<br><br>**(b) Promotion - Professional Certificate Holders**<br><br>i. Cumulative service period of three (3) years' relevant work experience;<br><br>ii.Professional Certificate; and<br><br>iii.Proficiency in computer applications<br><br>**(c) Promotion - Clerical Cadre**<br><br>i. Cumulative service period of six (6) years' relevant work experience thee of which should have been at the grade of Clerical Officer II or a comparable position; and<br><br>ii.Proficiency in computer applications |

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| Generic Designation (Technical Trainers) | Designation (Administrative Staff) | Grade | Remarks |
|---|---|---|---|
| | | | **(d) Promotion - Artisans**<br>i. Cumulative service period of nine (9) years' relevant work experience three (3) of which should have been at the grade of Artisan I or a comparable position;<br>ii.Trade Test / Craft Certificate from a recognized and accredited institution; and<br>iii.Proficiency in computer applications<br>**(e) Promotion - Drivers**<br>i. Cumulative service period of nine (9) years' relevant work experience three (3) of which should have been at the grade of Driver I;<br>ii.Driving license;<br>iii.First Aid Certificate<br>iv. Defensive driving certificate; and<br>v.Proficiency in computer applications. |
| | Driver I / Artisan I / Senior Office Assistant / Clerical Officer II | 10 | **(a) Direct Entrants – Professional Certificate Holders**<br>i. Professional Certificate from a recognized and accredited institution<br>ii.Proficiency in computer applications<br>**(b) Promotion - Clerical Cadre**<br>i.Cumulative service period of three (3) years' relevant work experience at the grade of Clerical Officer III or a comparable position; and<br>ii.Proficiency in computer applications.<br>**(c) Promotion - Artisans**<br>i.Cumulative service period of six (6) years' relevant work experience three (3) of which should have been at the grade of Artisan II;<br>ii.Trade Test / Craft Certificate from a recognized and accredited institution; and<br>iii.Proficiency in computer applications<br>**(d) Promotion - Drivers**<br>i.Cumulative service period of six (6) years' |

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| Generic Designation (Technical Trainers) | Designation (Administrative Staff) | Grade | Remarks |
|---|---|---|---|
| | | | relevant work experience three (3) of which should have been at the grade of Driver II or a comparable position;<br>ii. Driving license;<br>iii.First Aid Certificate;<br>iv.Defensive driving certificate; and<br>v.Proficiency in computer applications<br>**(e) Promotion - Office Assistants**<br>i.Cumulative service period of nine (9) years' relevant work experience three (3) of which should have been at the grade of Office Assistant I or a comparable position; and<br>ii.Proficiency in computer applications |
| | Driver II / Artisan II / Clerical Officer III / Office Assistant I | 11 | **(a) Direct Entrants – Clerical Cadre**<br>i.KCSE C- (Minus) or its equivalent<br>ii.Proficiency in computer applications<br>**(b) Promotion - Artisans**<br>(i) Cumulative service period of three (3) years' relevant work experience at the grade of Artisan III;<br>(ii) Trade Test / Craft Certificate from a recognized and accredited institution; and<br>(iii) Proficiency in computer applications<br>**(c) Promotion - Drivers**<br>(i). Cumulative service period of three (3) years' relevant work experience at the grade of Driver III or a comparable postion;<br>(ii). Driving license;<br>(iii).First Aid Certificate;<br>(iv) Defensive driving certificate; and<br>(v) Proficiency in computer applications<br>**(d) Promotion - Office Assistants**<br>i.Cumulative service period of six (6) years' relevant work experience three (3) of which should have been at the grade of Driver Office Assistant III; and<br>ii.Proficiency in computer applications |

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| Generic Designation (Technical Trainers) | Designation (Administrative Staff) | Grade | Remarks |
|---|---|---|---|
| | Driver III / Artisan III / Office Assistant II | 12 | **(a) Direct Entrants - Artisans**<br>i.Trade Test / Craft Certificate from a recognized and accredited institution<br>ii.Proficiency in computer applications<br>**(b) Direct Entrants - Drivers**<br>i.KCSE D (Plain) or its equivalent<br>ii.Driving license (with a minimum three (3) years proven driving experience)<br>iii.First Aid Certificate<br>iv.Proficiency in computer applications<br>**(c) Promotion - Office Assistants**<br>i. Cumulative service period of three (3) years' relevant work experience at the grade of Office Assistant III or a comparable position; and<br>ii. Proficiency in computer applications |

***Note:***

- Leadership, management and supervisory course should be a certificate NOT just a unit within a course.
- Common establishment is provided in the first two grades within every cadre.
- Craft Certificate lasts less than One (1) year.
- Professional Certificate should last not less than One (1) year continuous from a recognised and accredited institution.
- Diploma should last not less than Two (2) Years continuous from a recognised and accredited institution

## 4.5: Functions of the Proposed Organisation Structure and Staffing Levels

### 4.5.1 OFFICE OF THE PRINCIPAL

#### a) Rationale

The Office of the Principal is established pursuant to section 30 of the Technical and Vocational Education and Training Act, Cap. 210A. The Principal is the Chief Executive Officer of the College and, under the Second Schedule to the Act, the Secretary to the Board of Governors. The Principal will be responsible to the Board for the day-to-day

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management of the College and for translating Board policies and decisions into coordinated academic, administrative, financial and institutional performance.

**b) Functions**

The functions of the Office of the Principal will entail: -

(i) Provide executive leadership and overall direction in the management of the College;
(ii) Implement decisions, policies and resolutions of the Board of Governors;
(iii) Coordinate preparation and implementation of the Strategic Plan, annual work plans, performance targets and budgets;
(iv) Oversee delivery of quality, relevant and inclusive technical and vocational education and training;
(v) Provide leadership in implementation of competency-based education and training, dual training, apprenticeship, industrial attachment and Recognition of Prior Learning;
(vi) Coordinate the activities of the Academic Affairs Division and the Finance, Administration and Planning Division and ensure effective interface among all functional areas;
(vii) Ensure compliance with the TVET Act, public finance, procurement, human resource, qualifications, data protection, safety and other applicable requirements;
(viii) Oversee prudent management of finances, assets, human resources, infrastructure, equipment and institutional information;
(ix) Promote industry partnerships, research, innovation, incubation, entrepreneurship, resource mobilisation and institutional visibility;
(x) Ensure establishment and maintenance of effective quality-assurance, risk-management, internal-control and performance-management systems;
(xi) Ensure timely preparation and submission of statutory, regulatory, financial, performance, quality-assurance and institutional reports;
(xii) Represent the College in engagements with Government, regulators, industry, development partners, communities and other stakeholders;
(xiii) Serve as Secretary to the Board and facilitate preparation of Board agendas, papers, minutes, resolutions and follow-up actions;
(xiv) Promote staff and trainee welfare, inclusion, discipline, ethical conduct and a performance-oriented institutional culture;
(xv) Lead institutional change, digital transformation, business continuity and response to emerging skills and labour-market requirements; and
(xvi) Perform any other function assigned by the Board or conferred by law

**c) Staffing**

In order to undertake the above functions, the Office of Principal will be staffed as follows: -

**Table 8: Staff Establishment for the Office of the Principal**

| Designation | Grade | Proposed Establishment | Justification |
|---|---|---|---|
| **OFFICE OF THE PRINCIPAL** | | | |
| Principal/Chief Executive Officer | 5 | 1 | |
| Principal Office Administrator | 8 | 1 | |
| Senior Driver | 12 | 1 | |
| Senior Office Assistant | 13 | 1 | |
| **Total** | | 4 | |

### 4.5.2 ACADEMIC AFFAIRS DIVISION

#### a) Rationale

The Academic Affairs Division is responsible for delivery of the training mandate. The Division will be headed by the Deputy Principal, Academic Affairs, who will be responsible to the Principal for coordination of academic administration, training Departments, assessment, learner support, industry-linked learning, research, innovation, enterprise development and learning-resource services.

#### b) Functions

The Academic Affairs functions will entail: -

(i) Coordinate delivery of technical and vocational education and training programmes in accordance with approved curricula and standards;
(ii) Oversee implementation of competency-based education and training, modular delivery and practical learning;
(iii) Coordinate academic planning, admissions, trainee registration, timetabling, assessment, certification and academic records;
(iv) Supervise Academic and Training Departments and ensure appropriate trainer deployment, workload distribution and use of workshops and laboratories;
(v) Coordinate development, review, accreditation and rationalisation of training programmes based on demand and institutional capacity;
(vi) Oversee industrial attachment, dual training, apprenticeship, workplace assessment and Recognition of Prior Learning;
(vii) Promote industry partnerships, career services, labour-market responsiveness and graduate employability;

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(viii) Coordinate research, innovation, incubation, entrepreneurship, extension, production units and commercialization activities;
(ix) Oversee trainee welfare, counselling, inclusion, safeguarding, student leadership, sports and other learner-support services;
(x) Coordinate library, digital learning-resource and information-literacy services;
(xi) Ensure compliance with academic, assessment, quality, safety and learner-protection standards;
(xii) Coordinate academic staffing, trainer development, industry exposure and professional registration requirements in liaison with Human Resource Management;
(xiii) Monitor enrolment, retention, progression, completion, certification, employment and other training outcomes;
(xiv) Prepare academic plans, budgets, reports and performance information for management and the Board; and
(xv) Promote collaboration with regulators, curriculum and assessment bodies, industry, professional bodies and other training institutions.

**c) Organisation**

The Division will further be organised into the following four (4) Departments and One (1) Section: -

(i) Admissions and Assessment Department;
(ii) Training Department;
(iii) Student Affairs Department;
(iv) Research, Innovation, Industry, Linkages and Enterprise Development Department;
(v) Library Section.

**1. Admission and Assessment Department**

**a) Rationale**

The Admissions and Assessment Department is established to provide an integrated system for trainee entry, academic administration, assessment and certification. The Department will be headed by the Registrar, Admission and Assessment responsible to the Deputy Principal, Academic Affairs, and will consolidate functions that linked through the trainee academic lifecycle, including admission, registration, timetabling, records, examinations, competency assessment, Recognition of Prior Learning administration and completion documentation.

**b) Functions**

The functions of the Department will entail:

(i) Coordinate trainee selection, placement, admission and registration in accordance with approved requirements;
(ii) Maintain complete, accurate and secure trainee academic records and registration data;
(iii) Prepare and administer the academic calendar, class timetables, examination schedules and related academic notices;
(iv) Coordinate registration of candidates with curriculum, assessment and certification bodies;
(v) Administer internal and external examinations, competency assessments and other approved assessment processes;
(vi) Safeguard assessment materials, candidate information, results and certification records;
(vii) Coordinate appointment and scheduling of assessors, internal verifiers, invigilators and examination personnel;
(viii) Administer Recognition of Prior Learning applications, evidence portfolios, assessment arrangements and records in liaison with relevant Departments;
(ix) Process, verify, approve and publish assessment results through authorised academic structures;
(x) Coordinate trainee progression, deferment, transfer, completion, graduation and certification processes;
(xi) Issue transcripts, result slips, academic confirmations and other authorised academic documents;
(xii) Provide secretariat services to academic, admissions, examinations and assessment committees;
(xiii) Compile academic statistics on admissions, enrolment, attendance, progression, completion and certification;
(xiv) Coordinate verification of trainee qualifications and response to authorised academic-record enquiries; and
(xv) Liaise with placement, qualifications, curriculum, assessment and certification bodies on trainee academic matters.

**2. Training Department**

**a) Rationale**

Training Departments are established as the primary programme-delivery units of the College and will be organised according to accredited programme clusters, enrolment, trainer numbers, workshops, laboratories, equipment and workload. Each Department will be coordinated by a trainer deployed as Head of Department and will be responsible to the

Deputy Principal, Academic Affairs, through the appropriate academic management arrangements.

**b) Functions**

The functions of the Training Departments will entail:

(i) Deliver Deliver approved curricula and competency-based training in the respective occupational and technical disciplines;
(ii) Prepare departmental work plans, schemes of work, lesson plans, workshop plans and training schedules;
(iii) Allocate trainer workloads and coordinate effective use of classrooms, workshops, laboratories, equipment and training materials;
(iv) Conduct formative and summative assessments and support internal verification, moderation and external assessment;
(v) Maintain safe training environments and enforce workshop, laboratory, occupational-health and environmental requirements;
(vi) Monitor trainee attendance, competence achievement, progression, retention and completion and initiate appropriate support;
(vii) Identify programme, staffing, equipment, consumable, maintenance and infrastructure requirements for planning and budgeting;
(viii) Participate in programme development, review, accreditation and rationalisation based on labour-market demand and performance;
(ix) Coordinate departmental industrial attachment, dual training, apprenticeship and workplace-learning requirements with the central industry-linkage function;
(x) Promote trainee projects, applied research, innovation, skills competitions, entrepreneurship and community solutions;
(xi) Coordinate trainer induction, peer support, pedagogical development, industry attachment and continuing professional development;
(xii) Maintain departmental records on curricula, lesson delivery, trainee performance, equipment, consumables, safety and quality;
(xiii) Support career guidance, employer engagement, tracer studies and feedback on programme relevance;
(xiv) Participate in internal quality audits, self-evaluation, corrective action and continuous improvement; and
(xv) Advise management on departmental capacity, enrolment ceilings, emerging technologies and programme-development priorities.

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***Implementation note:*** *The generic structure will not prescribe identical Academic Departments for all TVCs. Each TVC will establish only those Departments supported by accredited programmes trainee enrolment, financial capacity, staff to trainee ratio, Curriculum Based Establishment, Administrative functions, Legal & Regulatory requirements and objective workload. Possible programme clusters include Mechanical and Automotive Engineering; Electrical and Electronics Engineering; Building and Civil Engineering; Agriculture and Environmental Studies; Applied Sciences; Computing and Informatics; Hospitality and Tourism; Business and Entrepreneurship Studies; Fashion Design and Cosmetology; Liberal Studies; and other approved occupational areas.*

### 3. Student Affairs Department

#### a) Rationale

The Student Affairs Department is established pursuant to section 29(p) and (q) of the Technical and Vocational Education and Training Act, Cap. 210A, to provide for trainee welfare and promote democratic culture, dialogue and tolerance. The Department will consolidate learner support, counselling, inclusion, health, accommodation, sports, safeguarding, student leadership and retention services and will be headed by the Dean of Trainees responsible to the Deputy Principal, Academic Affairs.

#### b) Functions

The functions of the Students Affairs Departments will entail:

(i) Develop and implement policies and programmes for trainee welfare, support, conduct and development;
(ii) Coordinate trainee orientation, induction and transition into College life;
(iii) Provide guidance, counselling, psychosocial support and referral services;
(iv) Coordinate disability inclusion, assistive support, reasonable accommodation and accessibility for trainees with special needs;
(v) Promote gender equality, safeguarding, protection from harassment and gender-based violence and support to vulnerable trainees;
(vi) Coordinate trainee health, first aid, wellness, substance-abuse prevention and health-promotion services;
(vii) Administer hostel, accommodation and related trainee residential services where applicable;
(viii) Coordinate sports, recreation, clubs, societies, cultural activities and talent development;

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(ix) Facilitate trainee leadership, elections, representation, democratic participation and dialogue;
(x) Coordinate trainee discipline, grievance handling, complaints, appeals and restorative interventions in accordance with approved procedures;
(xi) Provide guidance on bursaries, scholarships, financial-aid opportunities and social support in liaison with Finance and external agencies;
(xii) Monitor absenteeism, dropout risks, retention and completion and coordinate early support interventions;
(xiii) Coordinate emergency support, safeguarding incidents and learner-safety responses;
(xiv) Maintain learner-welfare records and prepare reports on participation, retention, inclusion, discipline and wellbeing; and
(xv) Promote a respectful, inclusive, safe and non-discriminatory learning environment.

**4. Research, Innovation, Industry linkages and enterprise Development Department**

**a) Rationale**

The Research, Innovation, Industry Linkages and Enterprise Development Department is established under the Academic Affairs Division to give coordinated institutional effect to the statutory requirements on industry collaboration, resource mobilisation, programme relevance, innovation, creativity, internships and workplace learning and to the reforms recommended for a more industry-responsive TVET system and will be headed by Assistant Director, Research, Innovation, Industry Linkages and Enterprise Development responsible to the Director, Academic Affairs.

**b) Functions**

The functions of the Research, Innovation, Industry Linkages and Enterprise Development Departments will entail: -

(i) Develop and implement institutional strategies and policies on industry linkages, research, innovation, incubation, entrepreneurship and enterprise development;
(ii) Conduct labour-market studies, skills-needs assessments, employer surveys and analysis of local and national value chains;
(iii) Coordinate partnerships, memoranda of understanding and sector advisory committees with industry, professional bodies, communities and other institutions;
(iv) Coordinate industrial attachment, dual training, apprenticeship, internship, mentorship and workplace-assessment arrangements;
(v) Support Recognition of Prior Learning through employer engagement, workplace evidence and identification of eligible occupational groups;

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(vi) Coordinate career services, job-placement support, employer engagement, graduate tracer studies and employability reporting;
(vii) Develop and coordinate the institutional research and innovation agenda in collaboration with Academic Departments;
(viii) Support development of prototypes, innovations, incubation, technology transfer, intellectual-property protection and commercialisation;
(ix) Promote entrepreneurship education, enterprise creation, business incubation and linkages with micro, small and medium enterprises;
(x) Coordinate production units and commercial activities under approved training, governance, costing and accountability frameworks;
(xi) Mobilise technical, research, innovation and partnership resources in liaison with Corporate Planning and Finance;
(xii) Coordinate extension, outreach, technology-demonstration and community-skilling programmes;
(xiii) Facilitate participation in exhibitions, innovation forums, skills competitions, industry fairs and knowledge-exchange platforms;
(xiv) Maintain data and records on partnerships, attachments, employers, graduates, innovations, intellectual property and enterprise outcomes;
(xv) Monitor educational value, financial viability, risk and performance of production, incubation and commercialisation initiatives; and
(xvi) Prepare periodic reports on industry participation, employment outcomes, research, innovation, entrepreneurship and resource mobilisation.

**5. Library Services Section**

**a) Rationale**

The Library Services Section is established to provide equitable access to digital and technical information that supports training, assessment, research, innovation and lifelong learning. The Section will be headed by Senior Librarian I responsible to the Deputy Principal, Academic Affairs.

**b) Functions**

The functions of the Library Services Section will entail: -

(i) Develop and implement library, learning-resource, information-literacy and collection-development policies;
(ii) Acquire, catalogue, classify, preserve and provide access to print, digital and multimedia learning resources;
(iii) Manage circulation, reference, reservation, current-awareness and user-support services;

(iv) Provide electronic databases, digital repositories, internet-based resources and access to open educational resources;
(v) Support trainers and trainees in information search, research skills, citation, academic integrity and responsible use of information;
(vi) Develop collections aligned to approved curricula, emerging technologies and programme-accreditation requirements;
(vii) Provide inclusive and accessible library services, formats and assistive technologies for persons with disabilities;
(viii) Manage library information systems, user records, statistics, subscriptions, licences and resource-sharing arrangements;
(ix) Coordinate institutional repositories and preservation of approved research, innovation and technical outputs;
(x) Protect library assets and maintain appropriate security, preservation, disaster-recovery and continuity measures;
(xi) Promote a reading, research, innovation and lifelong-learning culture within the College; and
(xii) Prepare library plans, budgets, utilisation reports and improvement proposals.

### d) Staffing

In order to perform the above functions the Academic Affairs Division will be staffed as follows: -

**Table 9: Proposed Staff Establishment for Academic Affairs Division**

| Designation | CSG | Proposed Establishment | Justification |
|---|---|---|---|
| **ACADEMIC AFFAIRS DIVISION** | | | |
| Deputy Principal, Academic Affairs | 6 | 1 | |
| Office Administrator II/I | 11/10 | 1 | |
| **Sub Total** | | 2 | |
| **Admissions & Assessment Department** | | | |
| Registrar, Admissions & Assessment | 7 | 1 | |
| Senior Assistant Office Administrator I | 9 | 1 | |
| Assistant Office Administrator I | 10 | | |
| Assistant Office Administrator III/II | 12/11 | | |
| Senior Admissions Officer I | 8 | - | To be deployed from the teaching staff |
| Senior Admissions Officer II | 9 | - | |
| Senior Assessment Officer I | 8 | - | |
| Senior Assessment Officer II | 9 | - | |
| Senior Assistant Assessment Officer I | 8 | - | To be deployed from the teaching staff (Timetabling) |
| Senior Assistant Assessment Officer II | 9 | - | |
| Senior Clerical Officer | 11 | 1 | |
| Clerical Officer I | 12 | 1 | |

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| Designation | CSG | Proposed Establishment | Justification |
|---|---|---|---|
| Clerical Officer II/I | 14/13 | 2 | |
| **Sub Total** | | **6** | |
| **Training Department** | | | |
| **Applied Sciences Department** | | | |
| Head of Department, Applied Sciences | 7 | 1 | To head the Department |
| Senior Assistant Office Administrator I | 9 | 1 | |
| Assistant Office Administrator I | 10 | | |
| Assistant Office Administrator III/II | 12/11 | | |
| Senior Vocational & Technical Trainer I | 7 | 1 | |
| Senior Vocational & Technical Trainer II | 8 | 1 | |
| Vocational & Technical Trainer II/I | 10/9 | 1 | |
| Senior Assistant Vocational & Technical Trainer I | 8 | 1 | |
| Senior Assistant Vocational & Technical Trainer II | 9 | 1 | |
| Assistant Vocational & Technical Trainer I | 10 | 1 | |
| Assistant Vocational & Technical Trainer III/II | 12/11 | 2 | |
| **Technicians** | | 1 | |
| **Sub Total** | | **11** | |
| **Agricultural & Environmental Sciences Department** | | | |
| Head of Department, Agricultural & Environmental Sciences | 7 | 1 | To head the Department |
| Senior Assistant Office Administrator I | 9 | 1 | |
| Assistant Office Administrator I | 10 | | |
| Assistant Office Administrator III/II | 12/11 | | |
| Senior Vocational & Technical Trainer I | 7 | 1 | |
| Senior Vocational & Technical Trainer II | 8 | 1 | |
| Vocational & Technical Trainer II/I | 10/9 | 1 | |
| Senior Assistant Vocational & Technical Trainer I | 8 | 2 | |
| Senior Assistant Vocational & Technical Trainer II | 9 | 2 | |
| Assistant Vocational & Technical Trainer I | 10 | 3 | |
| Assistant Vocational & Technical Trainer III/II | 12/11 | 3 | |
| Technician | 12 | 1 | |
| **Sub Total** | | **16** | |
| **Building & Civil Engineering Department** | | | |
| Head of Department, Building & Civil Engineering | 7 | 1 | To head the Department |
| Senior Assistant Office Administrator I | 9 | 1 | |
| Assistant Office Administrator I | 10 | | |
| Assistant Office Administrator III/II | 12/11 | | |
| Senior Vocational & Technical Trainer I | 7 | 1 | |
| Senior Vocational & Technical Trainer II | 8 | 1 | |
| Vocational & Technical Trainer II/I | 10/9 | 1 | |
| Senior Assistant Vocational & Technical Trainer I | 8 | 1 | |
| Senior Assistant Vocational & Technical Trainer II | 9 | 1 | |
| Assistant Vocational & Technical Trainer I | 10 | 2 | |
| Assistant Vocational & Technical Trainer III/II | 12/11 | 3 | |
| Technician | 12 | 1 | |
| **Sub Total** | | **13** | |

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| Designation | CSG | Proposed Establishment | Justification |
|---|---|---|---|
| **Computing & Informatics Department** | | | |
| Head of Department, Computing & Informatics | 7 | 1 | To head the Department |
| Senior Assistant Office Administrator I | 9 | 1 | |
| Assistant Office Administrator I | 10 | | |
| Assistant Office Administrator III/II | 12/11 | | |
| Senior Vocational & Technical Trainer I | 7 | 1 | |
| Senior Vocational & Technical Trainer II | 8 | 1 | |
| Vocational & Technical Trainer II/I | 10/9 | 1 | |
| Senior Assistant Vocational & Technical Trainer I | 8 | 1 | |
| Senior Assistant Vocational & Technical Trainer II | 9 | 1 | |
| Assistant Vocational & Technical Trainer I | 10 | 1 | |
| Assistant Vocational & Technical Trainer III/II | 12/11 | 2 | |
| Technologist | 11 | 1 | |
| **Sub Total** | | **11** | |
| **Electrical & Electronic Engineering Department** | | | |
| Head of Department, Electrical & Electronic Engineering | 7 | 1 | To head the Department |
| Senior Assistant Office Administrator I | 9 | 1 | |
| Assistant Office Administrator I | 10 | | |
| Assistant Office Administrator III/II | 12/11 | | |
| Senior Vocational & Technical Trainer I | 7 | 1 | |
| Senior Vocational & Technical Trainer II | 8 | 1 | |
| Vocational & Technical Trainer II/I | 10/9 | 1 | |
| Senior Assistant Vocational & Technical Trainer I | 8 | 2 | |
| Senior Assistant Vocational & Technical Trainer II | 9 | 2 | |
| Assistant Vocational & Technical Trainer I | 10 | 3 | |
| Assistant Vocational & Technical Trainer III/II | 12/11 | 3 | |
| Technician | 12 | 2 | |
| **Sub Total** | | **17** | |
| **Mechanical & Automotive Engineering** | | | |
| Head of Department, Mechanical & Automotive Engineering | 7 | 1 | To head the Department |
| Senior Assistant Office Administrator I | 9 | 1 | |
| Assistant Office Administrator I | 10 | | |
| Assistant Office Administrator III/II | 12/11 | | |
| Senior Vocational & Technical Trainer I | 7 | 1 | |
| Senior Vocational & Technical Trainer II | 8 | 1 | |
| Vocational & Technical Trainer II/I | 10/9 | 1 | |
| Senior Assistant Vocational & Technical Trainer I | 8 | 1 | |
| Senior Assistant Vocational & Technical Trainer II | 9 | 2 | |
| Assistant Vocational & Technical Trainer I | 10 | 2 | |
| Assistant Vocational & Technical Trainer III/II | 12/11 | 2 | |
| Technician | 12 | 3 | |
| **Sub Total** | | **15** | |
| **Hospitality & Tourism Department** | | | |
| Head of Department, Hospitality & Tourism | 7 | 1 | To head the Department |
| Senior Assistant Office Administrator I | 9 | 1 | |

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| Designation | CSG | Proposed Establishment | Justification |
|---|---|---|---|
| Assistant Office Administrator I | 10 | | |
| Assistant Office Administrator III/II | 12/11 | | |
| Senior Vocational & Technical Trainer I | 7 | 1 | |
| Senior Vocational & Technical Trainer II | 8 | 1 | |
| Vocational & Technical Trainer II/I | 10/9 | 1 | |
| Senior Assistant Vocational & Technical Trainer I | 8 | 1 | |
| Senior Assistant Vocational & Technical Trainer II | 9 | 1 | |
| Assistant Vocational & Technical Trainer I | 10 | 2 | |
| Assistant Vocational & Technical Trainer III/II | 12/11 | 2 | |
| Technician | 12 | 1 | |
| **Sub Total** | | **12** | |
| **Liberal Studies Department** | | | |
| Head of Department, Liberal Studies | 7 | 1 | To head the Department |
| Senior Assistant Office Administrator I | 9 | 1 | |
| Assistant Office Administrator I | 10 | | |
| Assistant Office Administrator III/II | 12/11 | | |
| Senior Vocational & Technical Trainer I | 7 | 1 | |
| Senior Vocational & Technical Trainer II | 8 | 1 | |
| Vocational & Technical Trainer II/I | 10/9 | 1 | |
| Senior Assistant Vocational & Technical Trainer I | 8 | 1 | |
| Senior Assistant Vocational & Technical Trainer II | 9 | 1 | |
| Assistant Vocational & Technical Trainer I | 10 | 1 | |
| Assistant Vocational & Technical Trainer III/II | 12/11 | 2 | |
| **Sub Total** | | **10** | |
| **Business & Entrepreneurship Studies Department** | | | |
| Head of Department, Business & Entrepreneurship Studies | 7 | 1 | To head the Department |
| Senior Assistant Office Administrator I | 9 | 1 | |
| Assistant Office Administrator I | 10 | | |
| Assistant Office Administrator III/II | 12/11 | | |
| Senior Vocational & Technical Trainer I | 7 | 1 | |
| Senior Vocational & Technical Trainer II | 8 | 1 | |
| Vocational & Technical Trainer II/I | 10/9 | 1 | |
| Senior Assistant Vocational & Technical Trainer I | 8 | 1 | |
| Senior Assistant Vocational & Technical Trainer II | 9 | 1 | |
| Assistant Vocational & Technical Trainer I | 10 | 1 | |
| Assistant Vocational & Technical Trainer III/II | 12/11 | 2 | |
| **Sub Total** | | 10 | |
| **Fashion, Design & Cosmetology Department** | | | |
| Head of Department, Fashion, Design & Cosmetology | 7 | 1 | To head the Department |
| Senior Assistant Office Administrator I | 9 | 1 | |
| Assistant Office Administrator I | 10 | | |
| Assistant Office Administrator III/II | 12/11 | | |
| Senior Vocational & Technical Trainer I | 7 | 1 | |
| Senior Vocational & Technical Trainer II | 8 | 1 | |

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| Designation | CSG | Proposed Establishment | Justification |
|---|---|---|---|
| Vocational & Technical Trainer II/I | 10/9 | 1 | |
| Senior Assistant Vocational & Technical Trainer I | 8 | 1 | |
| Senior Assistant Vocational & Technical Trainer II | 9 | 1 | |
| Assistant Vocational & Technical Trainer I | 10 | 1 | |
| Assistant Vocational & Technical Trainer III/II | 12/11 | 1 | |
| Technician | 12 | 2 | |
| **Sub Total** | | **11** | |
| **Students Affairs Department** | | | |
| Dean of Trainees | 7 | 1 | To head the Department |
| Senior Psychological Counsellor I | 8 | 1 | |
| Senior Psychological Counsellor II | 9 | 1 | |
| Senior Accommodation Officer I | 8 | 1 | |
| Senior Accommodation Officer II | 9 | 1 | |
| Accommodation Officer II/I | 11/10 | | |
| Senior Hospitality Assistant I | 8 | 1 | |
| Senior Hospitality Assistant II | 9 | 2 | |
| Hospitality Assistant I | 10 | 2 | |
| Hospitality Assistant III/II | 12/11 | | |
| Senior Housekeeper | 10 | 1 | |
| Housekeeper I | 11 | 2 | |
| Housekeeper III/II | 13/12 | | |
| Senior Sports Officer II | 8 | - | To be deployed from the training Staff |
| Sports Officer II/I | 10/9 | - | |
| Senior Clinical Officer I | 8 | 1 | |
| Senior Clinical Officer II | 9 | | |
| Senior Registered Nurse I | 9 | 1 | |
| Registered Nurse I | 10 | 1 | |
| Registered Nurse III/II | 12/11 | | |
| Senior Medical Laboratory Technician I | 10 | 1 | |
| Medical Laboratory Technician I | 11 | | |
| Medical Laboratory Technician III/II | 13/12 | | |
| **Sub Total** | | **17** | |
| **Research, Innovation, Industry Linkages and Enterprise Development Department** | | | |
| Assistant Director, Research, Innovation, Industry Linkages & Enterprise Development | 7 | 1 | To head the Department |
| Principal Research Officer | 8 | 1 | |
| Senior Research Officer | 9 | 2 | |
| Assistant Director, Industry Linkages | 7 | 1 | |
| Principal Industry Linkages Officer | 8 | 1 | |
| Assistant Director, Resource Mobilisation & Enterprise Development | 7 | 1 | |
| Principal Resource Mobilisation & Enterprise Development Officer | 8 | 1 | |
| Senior Resource Mobilisation & Enterprise Development Officer | 9 | 2 | |
| Resource Mobilisation & Enterprise Development | 11/10 | 2 | |

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| Designation | CSG | Proposed Establishment | Justification |
|---|---|---|---|
| Officer II/I | | | |
| **Sub Total** | | 12 | |
| **Library Services Section** | | | |
| Senior Librarian I | 8 | 1 | To head the Section |
| Senior Librarian II | 9 | 1 | |
| Librarian II/I | 11/10 | 2 | |
| Senior Library Assistant I | 8 | 1 | |
| Senior Library Assistant II | 9 | 1 | |
| Library Assistant I | 10 | 1 | |
| Library Assistant III/II | 12/11 | | |
| **Sub Total** | | 7 | |
| **Total** | | **160** | |

### 4.5.3 QUALITY ASSURANCE AND STANDARDS DEPARTMENT

**a) Rationale**

The Quality Assurance and Standards Department is established pursuant to sections 31, 33, 38 and 41 of the Technical and Vocational Education and Training Act, Cap. 210A, and will be headed by Assistant Director, Quality Assurance and Standards responsible to the Principal for maintaining standards, quality and relevance, establishing credible internal quality-assurance systems, continuously improve training and filing annual self-evaluation reports.

**b) Functions**

The functions of the Quality Assurance and Standards Department will entail: -

(i) Develop, implement and review the institutional quality-management framework, policies, standards and procedures;
(ii) Coordinate internal quality audits, programme reviews, self-evaluation and continuous-improvement processes;
(iii) Monitor compliance with registration, accreditation, curriculum, assessment, trainer and facility standards prescribed by relevant authorities;
(iv) Evaluate implementation of competency-based curricula, lesson and workshop plans, training schedules and practical learning requirements;
(v) Review integrity, consistency and effectiveness of assessment, internal verification, moderation, results processing and certification controls;
(vi) Coordinate preparation and submission of institutional self-evaluation and quality-assurance reports;
(vii) Monitor implementation of corrective and preventive actions arising from audits, inspections, trainee feedback and regulatory reviews;

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(viii) Coordinate programme accreditation, renewal, review and closure processes in liaison with Academic Affairs;
(ix) Monitor adequacy, safety, utilisation and relevance of workshops, laboratories, equipment, learning materials and training facilities;
(x) Assess trainer registration, pedagogical competence, occupational competence and continuing professional development requirements;
(xi) Coordinate trainee, graduate, employer and stakeholder feedback on the quality and relevance of training;
(xii) Benchmark institutional standards and practices against national, regional and international requirements;
(xiii) Maintain quality-assurance data, evidence, registers, reports and institutional improvement plans; and
(xiv) Advise management and the Board on quality risks, trends, non-conformities and improvement priorities.

**c) Staffing**

In order to perform the above functions, the Quality Assurance Department will be staffed as follows;

**Table 10: Proposed Staff Establishment for Quality Assurance Department**

| Designation | CSG | Proposed Establishment | Justification |
|---|---|---|---|
| **Quality Assurance Department** | | | |
| Assistant Director, Quality Assurance | 7 | 1 | To head the Department |
| Senior Quality Assurance Officer II | 8 | - | To be deployed from the Teaching Staff |
| Quality Assurance Officer II/I | 10/9 | - | |
| **Total** | | **1** | |

### 4.5.4 FINANCE, ADMINISTRATION AND PLANNING DIVISION

**a) Rationale**

The Finance, Administration and Planning Division is established to consolidate the shared services required for effective training delivery, prudent management of public resources and institutional sustainability. The Division will be headed by the Deputy Principal, Finance, Administration and Planning, who will be responsible to the Principal for coordination of finance, human resource management, administration, estates and facilities, corporate planning, performance, operational risk management and corporate communication.

**b) Functions**

The functions of the Finance, Administration and Planning Division will entail: -

(i) Coordinate preparation and implementation of financial, human resource, administrative, planning and communication policies and plans;
(ii) Coordinate medium-term resource planning, annual budgeting and alignment of resources to institutional priorities;
(iii) Oversee accounting, revenue management, financial reporting and expenditure control;
(iv) Coordinate human resource planning, establishment control, recruitment, performance management, staff development and employee relations;
(v) Oversee administration, land, buildings, transport, security, records, utilities and facilities-management services;
(vi) Coordinate maintenance and lifecycle management of infrastructure, workshops, laboratories and institutional equipment in liaison with Academic Affairs;
(vii) Coordinate strategic planning, annual work planning, performance contracting, monitoring and evaluation and institutional reporting;
(viii) Coordinate management of institutional risks and business-continuity arrangements;
(ix) Coordinate corporate communication, branding, public information, stakeholder communication and institutional visibility;
(x) Ensure compliance with applicable public finance, human resource, administrative, information and safety requirements; and
(xi) Prepare consolidated Institutional plans, budgets, performance information and reports.

**c) Organisation**

The Division will further be organised into the following four (4) Departments and One (1) Section: -

(i) Finance and Accounts Department;
(ii) Human Resource Management and Development Department;
(iii) Administration and Facilities Management Department;
(iv) Corporate Planning Department;
(v) ICT and Management Information Services Department; and
(vi) Corporate Communication Section

**1. Finance and Accounts Department**

**a) Rationale**

The Finance and Accounts Department is established pursuant to the Public Finance Management Act and section 29(e), (f) and (g) of the Technical and Vocational Education and Training Act, Cap. 210A, to provide sound financial management, accounting, revenue administration and reporting. The Department will be headed by the Deputy Director, Finance and Accounts responsible to the Deputy Principal, Finance, Administration and Planning.

**b) Functions**

The functions of the Finance and Accounts Department will entail: -

(i) Coordinate preparation of annual and medium-term budgets in liaison with Corporate Planning and user Departments;
(ii) Maintain proper books of account, ledgers, supporting records and financial-management systems;
(iii) Administer collection, recording, banking and reconciliation of fees, grants, donations, income and other revenues;
(iv) Manage trainee receivables, debt follow-up, fee balances, approved remissions and related financial records;
(v) Process authorized payments and maintain expenditure, commitment, imprest and cash controls;
(vi) Manage cash flow, bank accounts, reconciliations, treasury operations and financial forecasts;
(vii) Prepare periodic management accounts, statutory returns and annual financial statements;
(viii) Maintain accounting records for assets, liabilities, inventories, projects, grants and production units;
(ix) Coordinate payroll financial controls and staff-payment processing in liaison with Human Resource Management;
(x) Administer taxation, statutory deductions and other financial obligations;
(xi) Develop and maintain effective financial policies, procedures, segregation of duties and internal controls;
(xii) Provide financial analysis and advice to management, the Board and functional areas;
(xiii) Support internal and external audits and implement approved financial audit recommendations; and
(xiv) Monitor budget absorption, variances, cost drivers and financial sustainability and recommend corrective action.

**2. Human Resource Management and Development Department**

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**a) Rationale**

The Human Resource Management and Development Department will be headed by Assistant Director, Human Resource Management and Development responsible to the Deputy Principal, Finance, Administration and Planning for providing support the Board and Principal in discharging their responsibilities for recruitment, appointment, terms and conditions of service and staff welfare.

**b) Functions**

The functions of the Human Resource Management and Development Department will entail: -

(i) Develop and implement human resource policies, plans, procedures and service standards;
(ii) Prepare human resource plans and maintain the approved staff establishment, staff-in-post and vacancy records;
(iii) Coordinate recruitment, appointment, deployment, transfer, promotion and confirmation processes in accordance with applicable requirements;
(iv) Coordinate induction, onboarding, probation and orientation of new staff;
(v) Administer performance management, appraisal, recognition, improvement and accountability processes;
(vi) Conduct training-needs assessments and coordinate staff development, pedagogical training, industry attachment and continuing professional development;
(vii) Develop career-development, talent-management, succession and replacement plans for critical positions and disciplines;
(viii) Maintain complete, accurate and secure personnel records and human resource information systems;
(ix) Administer salaries, allowances, benefits, leave, pensions and staff entitlements in liaison with Finance;
(x) Coordinate employee relations, consultation, grievances, discipline, appeals and conflict resolution;
(xi) Promote staff welfare, wellness, occupational health, safety and work-life support in liaison with Administration;
(xii) Implement diversity, gender, disability inclusion, regional balance and equal-opportunity requirements;
(xiii) Coordinate job analysis, job descriptions, grading, Career Guidelines and organisation-review processes;
(xiv) Administer separation, retirement, resignation, clearance, exit interviews and knowledge-transfer processes; and

(xv) Provide human resource advice, reports and workforce analytics to management and the Board.

**3. Administration and Facilities Management Department**

**a) Rationale**

The Administration and Facilities Management Department is established to provide coordinated general administration and to safeguard, maintain and optimise the College land, buildings, workshops, laboratories, transport, utilities and physical facilities. The Department will be headed by Assistant Director, Administration and Facilities Management responsible to the Deputy Principal, Finance, Administration and Planning.

**b) Functions**

The functions of the Administration and Facilities Management Department will entail: -

(i) Develop and implement general administration, estates, facilities, transport, security, records and occupational-safety policies;
(ii) Maintain land-ownership documents, survey records, boundary information and property registers and coordinate protection against encroachment;
(iii) Manage buildings, grounds, classrooms, offices, hostels, workshops, laboratories and common facilities;
(iv) Develop and implement preventive, corrective and lifecycle maintenance plans for buildings, equipment and utilities;
(v) Coordinate workshop and laboratory technical maintenance in liaison with Academic Departments and equipment users;
(vi) Manage institutional transport, vehicle allocation, maintenance, fuel, driver deployment and transport records;
(vii) Coordinate security, access control, incident response and liaison with relevant security agencies;
(viii) Manage central records, mail, registry, document control, retention and authorised disposal of records;
(ix) Coordinate utilities, cleaning, grounds maintenance, waste management and outsourced ancillary services;
(x) Implement occupational health, fire safety, emergency preparedness, disaster response and evacuation arrangements;
(xi) Promote environmental management, energy and water efficiency and responsible disposal of hazardous and workshop waste;
(xii) Coordinate office accommodation, space planning, accessibility and reasonable adjustment for persons with disabilities;

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(xiii) Maintain facilities, maintenance, incident, transport and property-management data and reports;
(xiv) Support planning, inspection, completion and handover of infrastructure and equipment projects; and
(xv) Coordinate institutional insurance information and claims relating to property, vehicles and facilities in liaison with Finance and Legal Services.

**4. Corporate Planning Department**

**a) Rationale**

The Corporate Planning Department is established pursuant to section 29(d) and (o) of the Technical and Vocational Education and Training Act, Cap. 210A, to coordinate strategic planning, institutional performance, monitoring and reporting. The Department will be headed by Assistant Director, Planning responsible to the Deputy Principal, Finance, Administrating and Planning.

**b) Functions**

The functions of the Corporate Planning Department will entail: -

(i) Coordinate development, review and implementation of the College Strategic Plan;
(ii) Prepare and consolidate annual work plans, operational plans, performance targets and implementation matrices;
(iii) Coordinate performance contracting, cascading of targets, monitoring, evaluation and reporting;
(iv) Link annual work plans, programme priorities and performance targets to budget formulation in liaison with Finance;
(v) Conduct institutional research, workload studies, enrolment projections, programme analysis and organisation-performance reviews;
(vi) Coordinate preparation of corporate, annual, performance, management and statutory institutional reports;
(vii) Develop and maintain the enterprise risk-management framework, risk registers and risk-treatment plans;
(viii) Coordinate identification, assessment, ownership, monitoring and reporting of strategic, operational, financial, academic and compliance risks;
(ix) Monitor implementation of Government policies, Presidential Working Party reforms, Board priorities and institutional transformation initiatives;
(x) Coordinate development, review and harmonisation of institutional policies in liaison with responsible functional areas;
(xi) Support project planning, results frameworks, benefits tracking and post-implementation evaluation;

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(xii) Coordinate resource-mobilisation planning and maintain an institutional pipeline of priority projects in liaison with Academic Affairs and Finance;
(xiii) Develop institutional performance indicators and dashboards in liaison with ICT and data-owning Departments;
(xiv) Coordinate business-continuity planning and institutional preparedness with Administration and ICT; and
(xv) Advise management and the Board on performance trends, risks, emerging priorities and corrective action.

**5. ICT and Management Information Systems Department**

**a) Rationale**

The ICT and Management Information Systems Department will be headed by Assistant Director, ICT and Management Information Systems responsible to the Deputy Principal, Finance, Administration and Planning for provision of secure, reliable and integrated digital infrastructure, systems, data and user support for training and institutional management and digital learning.

**b) Functions**

The functions of the ICT and Management Information Sytems Department will entail: -

(i) Develop and implement the ICT, digital-transformation, cyber-security, data-protection and systems-governance strategies and policies;
(ii) Manage networks, servers, connectivity, end-user devices, communication systems and related ICT infrastructure;
(iii) Develop, acquire, configure, integrate and maintain institutional applications and information systems;
(iv) Coordinate implementation, data submission and use of TVET-MIS and other authorised Government systems;
(v) Support learning-management systems, digital content, virtual learning, computer laboratories and technology-enabled training;
(vi) Implement cyber-security controls, access management, monitoring, incident response and user-awareness programmes;
(vii) Implement data-protection, privacy, retention, backup, recovery and disaster-recovery requirements;
(viii) Provide help-desk, technical support, user training and service-management arrangements;
(ix) (Establish institutional data standards, system interfaces, master records and data-quality controls in liaison with data owners;

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(x) Develop dashboards, reports and analytics that support management, Board oversight, statutory reporting and planning;
(xi) Maintain ICT asset, software, licence, configuration, maintenance and vendor records;
(xii) Automate institutional workflows and promote efficient digital service delivery;
(xiii) Ensure accessibility and inclusive use of digital systems and learning technologies;
(xiv) Coordinate business-continuity arrangements for critical ICT services; and
(xv) Evaluate emerging technologies and advise management on secure and cost-effective adoption.

**6. Corporate Communication Section**

**a) Rationale**

The Corporate Communications Section is established to provide coordinated internal and external communication, institutional branding, public information and stakeholder engagement. The Section will be headed by Senior Corporate Communications Officer I responsible to the Deputy Principal, Finance, Administration and Planning.

**b) Functions**

The functions of the Corporate Communications Section will entail: -

(i) Coordinate Develop and implement the corporate communication, branding, media and public-information strategy;
(ii) Manage institutional identity, brand standards, publications, promotional materials and visibility initiatives;
(iii) Coordinate media relations, press statements, interviews, briefings and responses to public enquiries;
(iv) Manage website, social-media and other digital communication content in liaison with ICT;
(v) Coordinate internal communication, staff information, institutional notices and change-communication activities;
(vi) Support trainee outreach, career awareness, programme marketing and community engagement in liaison with Academic Affairs;
(vii) Coordinate communication for institutional events, exhibitions, graduations, open days, partnerships and public engagements;
(viii) Develop and implement crisis, emergency and reputation-management communication arrangements;
(ix) Document and disseminate institutional achievements, research, innovations, trainee success stories and community impact;

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(x) Coordinate stakeholder feedback, public complaints and communication-based service-improvement information;
(xi) Maintain photographic, audio-visual, media and publication records of institutional activities;
(xii) Monitor media coverage, public perception and communication effectiveness and prepare periodic reports; and
(xiii) Ensure communication materials comply with accessibility, language, data-protection and public-information requirements.

### d) Staffing

In order to undertake the above functions the Finance, Administration and Planning Division will be staffed as follows: -

**Table 11: Proposed Staff Establishment for Finance, Administration and Planning Division**

| Designation | CSG | Proposed Establishment | Justification |
|---|---|---|---|
| **FINANCE, ADMINISTRATION & PLANNING DIVISION** | | | |
| Deputy Principal, Finance, Administration & Planning | 6 | 1 | |
| Office Administrator II/I | 11/10 | 1 | |
| **Sub Total** | | 2 | |
| **Finance and Accounts Department** | | | |
| Assistant Director, Finance and Accounts | 7 | 1 | |
| Senior Finance & Accounts Officer I | 8 | 1 | |
| Senior Finance & Accounts Officer II | 9 | 2 | |
| Finance & Accounts Officer II/I | 11/10 | 3 | |
| **Sub Total** | | 7 | |
| **Human Resource Management and Development Department** | | | |
| Assistant Director, HRM&D | 7 | 1 | |
| Senior Human Resource Management Officer I | 8 | 1 | |
| Senior Human Resource Management Officer II | 9 | 1 | |
| Human Resource Management Officer II/I | 11/10 | 1 | |
| Senior Human Resource Management Assistant I | 8 | 1 | |
| Senior Human Resource Management Assistant II | 9 | | |
| Human Resource Management Assistant I | 10 | | |
| Human Resource Management Assistant III/II | 12/11 | | |
| Senior Records & Information Management Officer I | 8 | 1 | |
| Senior Records & Information Management Officer II | 9 | 1 | |
| Records & Information Management Officer II/I | 11/10 | | |
| Senior Records & Information Management Assistant I | 8 | 1 | |
| Senior Records & Information Management Assistant II | 9 | 1 | |
| Records & Information Management Assistant I | 10 | 1 | |
| Records & Information Management Assistant III/II | 12/11 | 1 | |

| Designation | CSG | Proposed Establishment | Justification |
|---|---|---|---|
| **Sub Total** | | 4 | |
| **Administration and Facilities Management Department** | | | |
| Assistant Director, Administration & Facilities Management | 7 | 1 | |
| Senior Administration Officer I | 8 | 1 | |
| Senior Administration Officer II | 9 | 2 | |
| Administration Officer II/I | 11/10 | | |
| Senior Driver | 12 | 1 | |
| Driver I | 13 | 1 | |
| Driver III/II | 15/14 | 2 | |
| **SUB TOTAL** | | **8** | |
| Senior Artisan | 12 | 1 | |
| Artisan I | 13 | 2 | |
| Artisan III/II | 15/14 | 5 | |
| Senior Security Assistant | 12 | 1 | |
| Security Assistant I | 13 | 1 | |
| Security Assistant III/II | 15/14 | 5 | |
| Senior Office Administrator I | 8 | 2 | |
| Senior Office Administrator II | 9 | 2 | |
| Office Administrator II/I | 11/10 | 2 | |
| Senior Assistant Office Administrator I | 8 | 2 | |
| Senior Assistant Office Administrator II | 9 | 3 | |
| Assistant Office Administrator I | 10 | 4 | |
| Assistant Officer Administrator 1II/II | 12/11 | 5 | |
| Senior Clerical Officer | 12 | 1 | |
| Clerical Officer I | 13 | 2 | |
| Clerical Officer II | 14 | 3 | |
| Senior Office Assistant | 13 | 3 | |
| Office Assistant I | 14 | 7 | |
| Office Assistant II | 15 | 10 | |
| Office Assistant III/IV | 16/17 | 20 | |
| Senior Farm Assistant | 12 | 1 | |
| Farm Assistant I | 13 | 2 | |
| Farm Assistant III/II | 15/14 | 3 | |
| Senior Gardener | 13 | 1 | |
| Gardener I | 14 | 2 | |
| Gardener III/II | 16/15 | 3 | |
| **Corporate Communication Section** | | | |
| Assistant Director, Corporate Planning | 7 | 1 | |
| Senior Planning Officer I | 8 | 1 | |
| Senior Planning Officer II | 9 | 1 | |
| Planning Officer II/I | 11/10 | | |
| **Sub Total** | | 3 | |
| **Corporate Planning Department** | | | |
| Assistant Director, Planning | 7 | 1 | To head the Department |
| Senior Planning Officer I | 8 | 1 | |
| Planning Officer/Senior Planning Officer II | 10/9 | 2 | |

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| Designation | CSG | Proposed Establishment | Justification |
|---|---|---|---|
| **Sub Total** | | 4 | |
| **ICT & Management Information Systems Department** | | | |
| Assistant Director, ICT & Management Information Systems | 7 | 1 | To head the Department |
| Senior ICT Officer I | 8 | 1 | |
| Senior ICT Officer II | 9 | 1 | |
| ICT Officer II/I | 11/10 | 1 | |
| Senior ICT Assistant I | 8 | 1 | |
| Senior ICT Assistant II | 9 | 1 | |
| ICT Assistant I | 10 | 2 | |
| ICT Assistant III/II | 12/11 | 2 | |
| **Sub Total** | | **10** | |
| **Corporate Communication Section** | | | |
| Senior Corporate Communication Officer I | 8 | 1 | |
| Senior Corporate Communication Officer II | 9 | 1 | |
| Corporate Communication Officer II/I | 11/10 | | |
| Senior Corporate Communication Assistant I | 8 | 1 | |
| Senior Corporate Communication Assistant II | 9 | 1 | |
| Corporate Communication Assistant I | 10 | | |
| Corporate Communication Assistant III/II | 12/11 | | |
| **Sub Total** | | 2 | |
| **Total** | | **101** | |

### 4.5.5 SUPPLY CHAIN MANAGEMENT DEPARTMENT

#### a) Rationale

The Supply Chain Management Department is established pursuant to the Public Procurement and Asset Disposal Act and related regulations and will be headed by Assistant Director, Supply Chain Management responsible to the Principal for provision of professional and accountable acquisition, contract, inventory and disposal services.

#### b) Functions

The functions of the Supply Chain Management Department will entail: -

(i) Develop and consolidate the annual procurement plan from approved work plans and budgets;
(ii) Advise the Principal, management and user Departments on procurement and asset-disposal requirements;
(iii) Coordinate procurement of goods, works, consultancy and non-consultancy services in accordance with applicable law;
(iv) Prepare procurement documents, manage tendering processes and maintain complete procurement records;

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(v) Provide secretariat services to procurement evaluation, inspection and acceptance and disposal committees as applicable;
(vi) Maintain supplier, contractor and consultant information and support fair access to procurement opportunities;
(vii) Coordinate contract award, contract administration, performance monitoring, variations and closure in liaison with user Departments;
(viii) Manage stores, inventories, stock controls, receipt, inspection, issue and custody of supplies;
(ix) Coordinate identification and disposal of obsolete, surplus and unserviceable assets;
(x) Conduct market surveys, procurement research and cost analysis to support value for money;
(xi) Monitor procurement risks, compliance, ethical conduct and implementation of reserved procurement opportunities;
(xii) Prepare statutory procurement reports and provide procurement information for audit and management review; and
(xiii) Promote use of electronic procurement, framework agreements, sustainable procurement and efficient supply-chain practices.

**c) Staffing**

In order to undertake the above functions the Supply Chain Management Department will be staffed as follows: -

**Table 12: Proposed Staff Establishment for Supply Chain Management Department**

| Designation | CSG | Proposed Establishment | Justification |
|---|---|---|---|
| **Supply Chain Management Department** | | | |
| Assistant Director, Supply Chain Management | 7 | 1 | |
| Senior Supply Chain Management Officer I | 8 | 1 | |
| Senior Supply Chain Management Officer II | 9 | 1 | |
| Supply Chain Management Officer II/I | 11/10 | 1 | |
| Senior Supply Chain Management Assistant I | 8 | | |
| Senior Supply Chain Management Assistant II | 9 | | |
| Supply Chain Management Assistant I | 10 | 1 | |
| Supply Chain Management Assistant III/II | 12/11 | 1 | |
| **Total** | | **6** | |

### 4.5.6 INTERNAL AUDIT DEPARTMENT

**a) Rationale**

The Internal Audit Department is established to provide independent and objective assurance on the adequacy and effectiveness of governance, risk management and internal control systems. The Department will be headed by Assistant Director, Internal Audit responsible functionally to the to the Board of Governors through the Audit Committee and administratively to the Principal.

**b) Functions**

The functions of the Internal Audit Department will entail: -

(i) Develop and implement a risk-based internal audit strategy and annual audit plan for approval by the Audit Committee;
(ii) Evaluate the adequacy and effectiveness of governance, enterprise risk management and internal control systems;
(iii) Review financial, operational, academic, information-technology and compliance controls across the College;
(iv) Assess economy, efficiency, effectiveness and value for money in the use of public resources;
(v) Review compliance with laws, regulations, policies, procedures, contracts and Board decisions;
(vi) Evaluate controls over revenue, expenditure, procurement, assets, payroll, trainee records, assessment systems and institutional data;
(vii) Assess the adequacy of cyber-security, data-protection, system-access, backup and business-continuity controls;
(viii) Undertake special audits, investigations and advisory reviews as authorised by the Board or Principal without assuming management responsibility;
(ix) Monitor implementation of internal and external audit recommendations and report unresolved matters;
(x) Provide periodic assurance reports to the Audit and Risk Committee and management;
(xi) Coordinate with the Auditor-General, regulators and other assurance providers to minimise duplication and improve assurance coverage; and
(xii) Maintain audit working papers, evidence, reports and quality-assurance arrangements in accordance with applicable professional standards.

**c) Staffing**

In order to undertake the above functions the Internal Audit Department will be staffed as follows: -

**Table 13: Proposed Staff Establishment for Internal Audit Department**

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| Designation | CSG | Proposed Establishment | Justification |
|---|---|---|---|
| **Internal Audit Department** | | | |
| Assistant Director, Internal Audit | 7 | 1 | |
| Senior Internal Auditor I | 8 | 1 | |
| Senior Internal Auditor II | 9 | 1 | |
| Internal Auditor II/I | 11/10 | 1 | |
| **Total** | | **4** | |

## Table 14: Summary of the Proposed Staff Establishment

| Designation | CSG | Proposed Establishment | Justification |
|---|---|---|---|
| **ACADEMIC AFFAIRS DIVISION** | | | |
| Deputy Principal, Academic Affairs | 6 | 1 | |
| Office Administrator II/I | 11/10 | 1 | |
| **Sub Total** | | 2 | |
| **Admissions & Assessment Department** | | | |
| Registrar, Admissions & Assessment | 7 | 1 | |
| Senior Assistant Office Administrator I | 9 | 1 | |
| Assistant Office Administrator I | 10 | | |
| Assistant Office Administrator III/II | 12/11 | | |
| Senior Admissions Officer I | 8 | - | To be deployed from the teaching staff |
| Senior Admissions Officer II | 9 | - | |
| Senior Assessment Officer I | 8 | - | |
| Senior Assessment Officer II | 9 | - | |
| Senior Assistant Assessment Officer I | 8 | - | To be deployed from the teaching staff (Timetabling) |
| Senior Assistant Assessment Officer II | 9 | - | |
| Senior Clerical Officer | 11 | 1 | |
| Clerical Officer I | 12 | 1 | |
| Clerical Officer II/I | 14/13 | 2 | |
| **Sub Total** | | **6** | |
| **Training Department** | | | |
| **Applied Sciences Department** | | | |
| Head of Department, Applied Sciences | 7 | 1 | To head the Department |
| Senior Assistant Office Administrator I | 9 | 1 | |
| Assistant Office Administrator I | 10 | | |
| Assistant Office Administrator III/II | 12/11 | | |
| Senior Vocational & Technical Trainer I | 7 | 1 | |
| Senior Vocational & Technical Trainer II | 8 | 1 | |
| Vocational & Technical Trainer II/I | 10/9 | 1 | |
| Senior Assistant Vocational & Technical Trainer I | 8 | 1 | |
| Senior Assistant Vocational & Technical Trainer II | 9 | 1 | |

| Designation | CSG | Proposed Establishment | Justification |
|---|---|---|---|
| Assistant Vocational & Technical Trainer I | 10 | 1 | |
| Assistant Vocational & Technical Trainer III/II | 12/11 | 2 | |
| **Technicians** | | 1 | |
| **Sub Total** | | **11** | |
| **Agricultural & Environmental Sciences Department** | | | |
| Head of Department, Agricultural & Environmental Sciences | 7 | 1 | To head the Department |
| Senior Assistant Office Administrator I | 9 | 1 | |
| Assistant Office Administrator I | 10 | | |
| Assistant Office Administrator III/II | 12/11 | | |
| Senior Vocational & Technical Trainer I | 7 | 1 | |
| Senior Vocational & Technical Trainer II | 8 | 1 | |
| Vocational & Technical Trainer II/I | 10/9 | 1 | |
| Senior Assistant Vocational & Technical Trainer I | 8 | 2 | |
| Senior Assistant Vocational & Technical Trainer II | 9 | 2 | |
| Assistant Vocational & Technical Trainer I | 10 | 3 | |
| Assistant Vocational & Technical Trainer III/II | 12/11 | 3 | |
| Technician | 12 | 1 | |
| **Sub Total** | | **16** | |
| **Building & Civil Engineering Department** | | | |
| Head of Department, Building & Civil Engineering | 7 | 1 | To head the Department |
| Senior Assistant Office Administrator I | 9 | 1 | |
| Assistant Office Administrator I | 10 | | |
| Assistant Office Administrator III/II | 12/11 | | |
| Senior Vocational & Technical Trainer I | 7 | 1 | |
| Senior Vocational & Technical Trainer II | 8 | 1 | |
| Vocational & Technical Trainer II/I | 10/9 | 1 | |
| Senior Assistant Vocational & Technical Trainer I | 8 | 1 | |
| Senior Assistant Vocational & Technical Trainer II | 9 | 1 | |
| Assistant Vocational & Technical Trainer I | 10 | 2 | |
| Assistant Vocational & Technical Trainer III/II | 12/11 | 3 | |
| Technician | 12 | 1 | |
| **Sub Total** | | **13** | |
| **Computing & Informatics Department** | | | |
| Head of Department, Computing & Informatics | 7 | 1 | To head the Department |
| Senior Assistant Office Administrator I | 9 | 1 | |
| Assistant Office Administrator I | 10 | | |
| Assistant Office Administrator III/II | 12/11 | | |
| Senior Vocational & Technical Trainer I | 7 | 1 | |
| Senior Vocational & Technical Trainer II | 8 | 1 | |
| Vocational & Technical Trainer II/I | 10/9 | 1 | |
| Senior Assistant Vocational & Technical Trainer I | 8 | 1 | |
| Senior Assistant Vocational & Technical Trainer II | 9 | 1 | |
| Assistant Vocational & Technical Trainer I | 10 | 1 | |
| Assistant Vocational & Technical Trainer III/II | 12/11 | 2 | |
| Technologist | 11 | 1 | |

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| Designation | CSG | Proposed Establishment | Justification |
|---|---|---|---|
| **Sub Total** | | **11** | |
| **Electrical & Electronic Engineering Department** | | | |
| Head of Department, Electrical & Electronic Engineering | 7 | 1 | To head the Department |
| Senior Assistant Office Administrator I | 9 | 1 | |
| Assistant Office Administrator I | 10 | | |
| Assistant Office Administrator III/II | 12/11 | | |
| Senior Vocational & Technical Trainer I | 7 | 1 | |
| Senior Vocational & Technical Trainer II | 8 | 1 | |
| Vocational & Technical Trainer II/I | 10/9 | 1 | |
| Senior Assistant Vocational & Technical Trainer I | 8 | 2 | |
| Senior Assistant Vocational & Technical Trainer II | 9 | 2 | |
| Assistant Vocational & Technical Trainer I | 10 | 3 | |
| Assistant Vocational & Technical Trainer III/II | 12/11 | 3 | |
| Technician | 12 | 2 | |
| **Sub Total** | | **17** | |
| **Mechanical & Automotive Engineering** | | | |
| Head of Department, Mechanical & Automotive Engineering | 7 | 1 | To head the Department |
| Senior Assistant Office Administrator I | 9 | 1 | |
| Assistant Office Administrator I | 10 | | |
| Assistant Office Administrator III/II | 12/11 | | |
| Senior Vocational & Technical Trainer I | 7 | 1 | |
| Senior Vocational & Technical Trainer II | 8 | 1 | |
| Vocational & Technical Trainer II/I | 10/9 | 1 | |
| Senior Assistant Vocational & Technical Trainer I | 8 | 1 | |
| Senior Assistant Vocational & Technical Trainer II | 9 | 2 | |
| Assistant Vocational & Technical Trainer I | 10 | 2 | |
| Assistant Vocational & Technical Trainer III/II | 12/11 | 2 | |
| Technician | 12 | 3 | |
| **Sub Total** | | **15** | |
| **Hospitality & Tourism Department** | | | |
| Head of Department, Hospitality & Tourism | 7 | 1 | To head the Department |
| Senior Assistant Office Administrator I | 9 | 1 | |
| Assistant Office Administrator I | 10 | | |
| Assistant Office Administrator III/II | 12/11 | | |
| Senior Vocational & Technical Trainer I | 7 | 1 | |
| Senior Vocational & Technical Trainer II | 8 | 1 | |
| Vocational & Technical Trainer II/I | 10/9 | 1 | |
| Senior Assistant Vocational & Technical Trainer I | 8 | 1 | |
| Senior Assistant Vocational & Technical Trainer II | 9 | 1 | |
| Assistant Vocational & Technical Trainer I | 10 | 2 | |
| Assistant Vocational & Technical Trainer III/II | 12/11 | 2 | |
| Technician | 12 | 1 | |
| **Sub Total** | | **12** | |
| **Liberal Studies Department** | | | |
| Head of Department, Liberal Studies | 7 | 1 | To head the Department |

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| Designation | CSG | Proposed Establishment | Justification |
|---|---|---|---|
| Senior Assistant Office Administrator I | 9 | 1 | |
| Assistant Office Administrator I | 10 | | |
| Assistant Office Administrator III/II | 12/11 | | |
| Senior Vocational & Technical Trainer I | 7 | 1 | |
| Senior Vocational & Technical Trainer II | 8 | 1 | |
| Vocational & Technical Trainer II/I | 10/9 | 1 | |
| Senior Assistant Vocational & Technical Trainer I | 8 | 1 | |
| Senior Assistant Vocational & Technical Trainer II | 9 | 1 | |
| Assistant Vocational & Technical Trainer I | 10 | 1 | |
| Assistant Vocational & Technical Trainer III/II | 12/11 | 2 | |
| **Sub Total** | | **10** | |
| **Business & Entrepreneurship Studies Department** | | | |
| Head of Department, Business & Entrepreneurship Studies | 7 | 1 | To head the Department |
| Senior Assistant Office Administrator I | 9 | 1 | |
| Assistant Office Administrator I | 10 | | |
| Assistant Office Administrator III/II | 12/11 | | |
| Senior Vocational & Technical Trainer I | 7 | 1 | |
| Senior Vocational & Technical Trainer II | 8 | 1 | |
| Vocational & Technical Trainer II/I | 10/9 | 1 | |
| Senior Assistant Vocational & Technical Trainer I | 8 | 1 | |
| Senior Assistant Vocational & Technical Trainer II | 9 | 1 | |
| Assistant Vocational & Technical Trainer I | 10 | 1 | |
| Assistant Vocational & Technical Trainer III/II | 12/11 | 2 | |
| **Sub Total** | | 10 | |
| **Fashion, Design & Cosmetology Department** | | | |
| Head of Department, Fashion, Design & Cosmetology | 7 | 1 | To head the Department |
| Senior Assistant Office Administrator I | 9 | 1 | |
| Assistant Office Administrator I | 10 | | |
| Assistant Office Administrator III/II | 12/11 | | |
| Senior Vocational & Technical Trainer I | 7 | 1 | |
| Senior Vocational & Technical Trainer II | 8 | 1 | |
| Vocational & Technical Trainer II/I | 10/9 | 1 | |
| Senior Assistant Vocational & Technical Trainer I | 8 | 1 | |
| Senior Assistant Vocational & Technical Trainer II | 9 | 1 | |
| Assistant Vocational & Technical Trainer I | 10 | 1 | |
| Assistant Vocational & Technical Trainer III/II | 12/11 | 1 | |
| Technician | 12 | 2 | |
| **Sub Total** | | **11** | |
| **Students Affairs Department** | | | |
| Dean of Trainees | 7 | 1 | To head the Department |
| Senior Psychological Counsellor I | 8 | 1 | |
| Senior Psychological Counsellor II | 9 | 1 | |
| Senior Accommodation Officer I | 8 | 1 | |
| Senior Accommodation Officer II | 9 | 1 | |

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| Designation | CSG | Proposed Establishment | Justification |
|---|---|---|---|
| Accommodation Officer II/I | 11/10 | | |
| Senior Hospitality Assistant I | 8 | 1 | |
| Senior Hospitality Assistant II | 9 | 2 | |
| Hospitality Assistant I | 10 | 2 | |
| Hospitality Assistant III/II | 12/11 | | |
| Senior Housekeeper | 10 | 1 | |
| Housekeeper I | 11 | 2 | |
| Housekeeper III/II | 13/12 | | |
| Senior Sports Officer II | 8 | - | To be deployed from the training Staff |
| Sports Officer II/I | 10/9 | - | |
| Senior Clinical Officer I | 8 | 1 | |
| Senior Clinical Officer II | 9 | | |
| Senior Registered Nurse I | 9 | 1 | |
| Registered Nurse I | 10 | 1 | |
| Registered Nurse III/II | 12/11 | | |
| Senior Medical Laboratory Technician I | 10 | 1 | |
| Medical Laboratory Technician I | 11 | | |
| Medical Laboratory Technician III/II | 13/12 | | |
| **Sub Total** | | **17** | |
| **Research, Innovation, Industry Linkages and Enterprise Development Department** | | | |
| Assistant Director, Research, Innovation, Industry Linkages & Enterprise Development | 7 | 1 | To head the Department |
| Principal Research Officer | 8 | 1 | |
| Senior Research Officer | 9 | 2 | |
| Assistant Director, Industry Linkages | 7 | 1 | |
| Principal Industry Linkages Officer | 8 | 1 | |
| Assistant Director, Resource Mobilisation & Enterprise Development | 7 | 1 | |
| Principal Resource Mobilisation & Enterprise Development Officer | 8 | 1 | |
| Senior Resource Mobilisation & Enterprise Development Officer | 9 | 2 | |
| Resource Mobilisation & Enterprise Development Officer II/I | 11/10 | 2 | |
| **Sub Total** | | 12 | |
| **Library Services Section** | | | |
| Senior Librarian I | 8 | 1 | To head the Section |
| Senior Librarian II | 9 | 1 | |
| Librarian II/I | 11/10 | 2 | |
| Senior Library Assistant I | 8 | 1 | |
| Senior Library Assistant II | 9 | 1 | |
| Library Assistant I | 10 | 1 | |
| Library Assistant III/II | 12/11 | | |
| **Sub Total** | | 7 | |
| **Total** | | **160** | |
| **Quality Assurance Department** | | | |

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| Designation | CSG | Proposed Establishment | Justification |
|---|---|---|---|
| Assistant Director, Quality Assurance | 7 | - | To head the Department |
| Senior Quality Assurance Officer II | 8 | - | To be deployed from the Teaching Staff |
| Quality Assurance Officer II/I | 10/9 | 1 | |
| **Total** | | **1** | |
| **FINANCE, ADMINISTRATION & PLANNING DIVISION** | | | |
| Deputy Principal, Finance, Administration & Planning | 6 | 1 | |
| Office Administrator II/I | 11/10 | 1 | |
| **Sub Total** | | 2 | |
| **Finance and Accounts Department** | | | |
| Assistant Director, Finance and Accounts | 7 | 1 | |
| Senior Finance & Accounts Officer I | 8 | 1 | |
| Senior Finance & Accounts Officer II | 9 | 2 | |
| Finance & Accounts Officer II/I | 11/10 | 3 | |
| **Sub Total** | | 7 | |
| **Human Resource Management and Development Department** | | | |
| Assistant Director, HRM&D | 7 | 1 | |
| Senior Human Resource Management Officer I | 8 | 1 | |
| Senior Human Resource Management Officer II | 9 | 1 | |
| Human Resource Management Officer II/I | 11/10 | 1 | |
| Senior Human Resource Management Assistant I | 8 | 1 | |
| Senior Human Resource Management Assistant II | 9 | | |
| Human Resource Management Assistant I | 10 | | |
| Human Resource Management Assistant III/II | 12/11 | | |
| Senior Records & Information Management Officer I | 8 | 1 | |
| Senior Records & Information Management Officer II | 9 | 1 | |
| Records & Information Management Officer II/I | 11/10 | | |
| Senior Records & Information Management Assistant I | 8 | 1 | |
| Senior Records & Information Management Assistant II | 9 | 1 | |
| Records & Information Management Assistant I | 10 | 1 | |
| Records & Information Management Assistant III/II | 12/11 | 1 | |
| **Sub Total** | | 4 | |
| **Administration and Facilities Management Department** | | | |
| Assistant Director, Administration & Facilities Management | 7 | 1 | |
| Senior Administration Officer I | 8 | 1 | |
| Senior Administration Officer II | 9 | 2 | |
| Administration Officer II/I | 11/10 | | |
| Senior Driver | 12 | 1 | |

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| Designation | CSG | Proposed Establishment | Justification |
|---|---|---|---|
| Driver I | 13 | 1 | |
| Driver III/II | 15/14 | 2 | |
| **SUB TOTAL** | | **8** | |
| Senior Artisan | 12 | 1 | |
| Artisan I | 13 | 2 | |
| Artisan III/II | 15/14 | 5 | |
| Senior Security Assistant | 12 | 1 | |
| Security Assistant I | 13 | 1 | |
| Security Assistant III/II | 15/14 | 5 | |
| Senior Office Administrator I | 8 | 2 | |
| Senior Office Administrator II | 9 | 2 | |
| Office Administrator II/I | 11/10 | 2 | |
| Senior Assistant Office Administrator I | 8 | 2 | |
| Senior Assistant Office Administrator II | 9 | 3 | |
| Assistant Office Administrator I | 10 | 4 | |
| Assistant Officer Administrator 1II/II | 12/11 | 5 | |
| Senior Clerical Officer | 12 | 1 | |
| Clerical Officer I | 13 | 2 | |
| Clerical Officer II | 14 | 3 | |
| Senior Office Assistant | 13 | 3 | |
| Office Assistant I | 14 | 7 | |
| Office Assistant II | 15 | 10 | |
| Office Assistant III/IV | 16/17 | 20 | |
| Senior Farm Assistant | 12 | 1 | |
| Farm Assistant I | 13 | 2 | |
| Farm Assistant III/II | 15/14 | 3 | |
| Senior Gardener | 13 | 1 | |
| Gardener I | 14 | 2 | |
| Gardener III/II | 16/15 | 3 | |
| **Corporate Communication Section** | | | |
| Assistant Director, Corporate Planning | 7 | 1 | |
| Senior Planning Officer I | 8 | 1 | |
| Senior Planning Officer II | 9 | 1 | |
| Planning Officer II/I | 11/10 | | |
| **Sub Total** | | 3 | |
| **Corporate Planning Department** | | | |
| Assistant Director, Planning | 7 | 1 | To head the Department |
| Senior Planning Officer I | 8 | 1 | |
| Planning Officer/Senior Planning Officer II | 10/9 | 2 | |
| **Sub Total** | | 4 | |
| **ICT & Management Information Systems Department** | | | |
| Assistant Director, ICT & Management Information Systems | 7 | 1 | To head the Department |
| Senior ICT Officer I | 8 | 1 | |
| Senior ICT Officer II | 9 | 1 | |
| ICT Officer II/I | 11/10 | 1 | |

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| Designation | CSG | Proposed Establishment | Justification |
|---|---|---|---|
| Senior ICT Assistant I | 8 | 1 | |
| Senior ICT Assistant II | 9 | 1 | |
| ICT Assistant I | 10 | 2 | |
| ICT Assistant III/II | 12/11 | 2 | |
| **Sub Total** | | **10** | |
| **Corporate Communication Section** | | | |
| Senior Corporate Communication Officer I | 8 | 1 | |
| Senior Corporate Communication Officer II | 9 | 1 | |
| Corporate Communication Officer II/I | 11/10 | | |
| Senior Corporate Communication Assistant I | 8 | 1 | |
| Senior Corporate Communication Assistant II | 9 | 1 | |
| Corporate Communication Assistant I | 10 | | |
| Corporate Communication Assistant III/II | 12/11 | | |
| **Sub Total** | | 2 | |
| **Total** | | | |
| **Supply Chain Management Department** | | | |
| Assistant Director, Supply Chain Management | 7 | 1 | |
| Senior Supply Chain Management Officer I | 8 | 1 | |
| Senior Supply Chain Management Officer II | 9 | 1 | |
| Supply Chain Management Officer II/I | 11/10 | 1 | |
| Senior Supply Chain Management Assistant I | 8 | | |
| Senior Supply Chain Management Assistant II | 9 | | |
| Supply Chain Management Assistant I | 10 | 1 | |
| Supply Chain Management Assistant III/II | 12/11 | 1 | |
| **Total** | | **6** | |
| **Internal Audit Department** | | | |
| Assistant Director, Internal Audit | 7 | | |
| Senior Internal Auditor I | 8 | | |
| Senior Internal Auditor II | 9 | | |
| Internal Auditor II/I | 11/10 | 1 | |
| **Total** | | **1** | |

# CHAPTER 5: SUMMARY OF KEY RECOMMENDATIONS AND CONCLUSION

## 5.1 Conclusion

The Taskforce undertook a functional analysis of the statutory mandate of Technical and Vocational Colleges, reviewed the organizational, grading and staffing arrangements obtaining across the Colleges, considered the emerging requirements of competency-based education and training, and assessed the operational and financial environment within which the Colleges deliver their mandate. The review established that, although the Colleges share a common statutory mandate, they have operated under disparate and, in some cases, incomplete organization structures, inconsistent grading arrangements, unclear reporting relationships and staff establishments that are not uniformly linked to workload, enrolment, programme mix or institutional complexity.

The absence of a harmonized institutional framework has contributed to excessive centralization in the Office of the Principal, wide spans of control, duplication and overlap of functions, inconsistent placement of comparable roles, weak segregation of duties and inadequate provision for governance, quality assurance, planning, information management, industry linkages, learner support and independent assurance. The review further established that contemporary TVET delivery requirements, including modular Competency-Based Education and Training, Recognition of Prior Learning, dual training, apprenticeship, industrial attachment, digital learning, innovation, incubation, enterprise development and graduate tracking, were not consistently embedded in the existing structures.

To address these gaps, the Taskforce has developed a harmonized, lean and scalable generic organization structure comprising the Office of the Principal; the Academic Affairs Division; the Quality Assurance and Standards Department; the Finance, Administration and Planning Division; the Supply Chain Management Department; and the Internal Audit Department. The structure groups related functions, separates incompatible responsibilities, clarifies reporting relationships and provides a common minimum institutional architecture while allowing each College to scale its Academic Departments and staffing levels according to accredited programmes, trainee enrolment, workshops and laboratories, boarding facilities, institutional maturity, workload and financial capacity. Its adoption will therefore provide the TVC sub-sector with a coherent organization design framework where no uniform and sufficiently clear sector-wide structure previously existed.

The Taskforce has also proposed a customized application of the seventeen-tier Civil Service grading structure, with the Principal at CSG 5 as the highest grade within a College and Office Assistant III at CSG 16 as the lowest grade. The proposed Grading Structure standardizes nomenclature and equivalence for comparable jobs, establishes coherent career paths for trainers, technical support and administrative cadres, differentiates substantive positions from deployment assignments and provides a basis for fair recruitment, progression, succession management and remuneration. The Grading Structure should be implemented together with the approved Career Guidelines and should remain anchored in job content, responsibility, complexity and institutional impact rather than title, incumbency or historical practice.

The staffing analysis demonstrates that the Colleges require significant strengthening of trainer, technical-support and mandatory governance and control capacity. The current PSC establishment comprises 16,976 authorized posts against 9,993 officers in post, representing a deficit of 6,983, while a further 12,071 employees are engaged by Boards of

Governors, giving a total of 21,719 employees in post across the Colleges. Although Board-funded engagements have enabled institutions to address immediate service-delivery gaps, they have also transferred substantial and uneven recurrent obligations to individual Colleges. The proposed staff establishment is therefore futuristic and should be treated as a planning framework rather than an automatic entitlement to fill every post.

Implementation of the proposed structure and establishment will have material implications for Personnel Emoluments. While the combined value of capitation, scholarships and grants increased from KSh 6.556 billion in FY 2023/24 to KSh 8.824 billion in FY 2025/26, institutional capitation remained virtually unchanged at approximately KSh 5.2 billion between FY 2024/25 and FY 2025/26, with most of the growth arising from scholarships. Scholarships support trainee access but do not necessarily provide predictable and flexible financing for salaries, utilities, workshop consumables, equipment maintenance, ICT services, safety compliance and other institutional operating costs. Accordingly, recruitment and regularization of staff should be implemented through a costed, phased and funded multi-year plan so that Personnel Emoluments do not crowd out the resources required for quality training delivery.

Priority should be accorded to trainers in critical disciplines, workshop and laboratory technical staff, learner-support functions and mandatory control positions. The remaining posts should be filled progressively on the basis of verified workload, the approved 70:30 technical-to-shared-services staffing orientation, infrastructure readiness and affordability, while appointments outside the approved establishment should be prohibited.

Subject to disciplined implementation, the proposed Organization Structure, Grading Structure and Staff Establishment will strengthen institutional autonomy, accountability and service delivery; improve coordination between academic and shared-service functions; support quality and relevance of training; provide equitable career progression; and enable evidence-based workforce and financial planning. The Taskforce considers the framework a foundational reform for the TVC sub-sector and recommends that its implementation be supported by a sector-wide implementation matrix, change-management arrangements, annual monitoring and periodic review to ensure that it remains responsive to emerging skills, technology and labour-market requirements.

### 5.2 Summary of Key Recommendations

The Taskforce recommends as follows: -

(i) That the harmonized generic organization structure be adopted as the common minimum institutional architecture for all public Technical and Vocational Colleges,

with defined scalability based on enrolment, accredited programmes, institutional complexity, infrastructure, campuses, boarding facilities, workload and financial capacity.

(ii) That the organization structure comprises the Office of the Principal; Academic Affairs Division; Quality Assurance and Standards Department; Finance, Administration and Planning Division; Supply Chain Management Department; and Internal Audit Department, together with the Departments and Sections provided under each functional area.

(iii) That the governance and management hierarchy be clearly documented to distinguish the oversight responsibilities of the Board of Governors from the day-to-day management responsibilities of the Principal and to clarify the roles, reporting relationships and delegated authority of Deputy Principals, Deans, Registrars, Heads of Department and heads of shared services.

(iv) That incompatible functions be maintained as distinct functional areas, particularly finance and supply chain management; management of risk and independent internal audit assurance; academic delivery and independent quality assurance; and ICT operations and information-security oversight.

(v) That contemporary TVET delivery requirements, including Competency-Based Education and Training, Recognition of Prior Learning, assessment and verification, dual training, apprenticeship, industrial attachment, career services, graduate tracer studies, research, innovation, incubation, enterprise development and digital learning, be institutionalized within the approved structure.

(vi) That Academic Departments be established only where supported by accredited programmes, trainee enrolment, trainer numbers, workshops and laboratories, equipment, workload and financial capacity, and that the deployment of an officer as Head of Department or Coordinator should not automatically create a substantive position or grade.

(vii) That Technical and Vocational Colleges adopt the customized seventeen-tier Civil Service Grading Structure, with the Principal placed at CSG 5 as the highest grade and Office Assistant III at CSG 16 as the lowest grade.

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(viii) That standard nomenclature and grade equivalence be applied to comparable jobs across the Colleges and that all grading decisions be based on job evaluation, responsibility, complexity, accountability and institutional impact to prevent grade drift, title inflation and person-specific grading.

(ix) That the proposed Grading Structure be implemented together with approved Career Guidelines and person specifications that recognize academic and professional qualifications, pedagogical competence, industry experience, CBET assessment and verification competence, digital capability, continuous professional development and professional registration, where applicable.

(x) That the generic staff establishment be applied as a workload-based and scalable planning framework, with each College progressively maintaining an approximate ratio of seventy per cent technical or core staff to thirty per cent shared-service staff, subject to its mandate and verified operating requirements.

(xi) That recruitment be prioritized towards trainers in critical disciplines, workshop and laboratory technical personnel, learner-support services and mandatory governance, finance, supply chain management, ICT, records management, quality assurance and internal-audit positions required for institutional autonomy and compliance.

(xii) That the State Department and Colleges undertake sector-wide skills audits, staff redistribution and succession planning and use controlled flexible staffing arrangements, including qualified industry practitioners, adjunct trainers and shared specialists, where these provide a more efficient response to specialized or low-volume programmes.

(xiii) That every College maintain an approved establishment register showing authorized posts, officers in post, vacancies, employment status, funding source and Personnel Emoluments, and that recruitment or engagement of staff outside the approved and funded establishment be prohibited.

(xiv) That implementation of the proposed establishment be undertaken through a costed four-year plan, subject to annual budget approval, with each College preparing a baseline payroll and Personnel Emoluments assessment covering salaries, allowances, statutory costs, Board-funded commitments, anticipated exits and the medium-term recurrent resource envelope.

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(xv) That Personnel Emoluments be managed within applicable Government fiscal and wage-bill parameters and should not crowd out expenditure on training materials, workshop consumables, equipment maintenance, safety, ICT, utilities and other inputs essential to the quality and relevance of competency-based training.

(xvi) That the planning and finance functions strengthen programme and activity-based costing, cash-flow management, revenue and receivables control, cost-centre reporting, resource mobilization and assessment of the recurrent implications of new programmes, partnerships, equipment and staffing commitments before approval.

(xvii) That staffing and financing requirements for Special Needs TVET institutions and disability inclusion be explicitly provided for, including specialized instructional support, assistive technologies, accessible facilities and the additional recurrent costs associated with inclusive training.

(xviii) That the State Department establish a sector-wide implementation and oversight mechanism comprising representatives of the Ministry, Public Service Commission, Technical and Vocational Education and Training Authority, Boards of Governors, College management and other relevant stakeholders to coordinate implementation, resolve transitional matters and monitor compliance.

(xix) That each College prepare an implementation matrix specifying activities, responsible officers, timelines, funding sources, baseline indicators, risks and reporting arrangements and undertake structured communication, staff sensitization and change management before operationalizing the new framework.

(xx) That the Organization Structure, Grading Structure and Staff Establishment be reviewed periodically and whenever there is a material change in mandate, Government policy, enrolment, programme portfolio, technology, geographical spread, delivery model or financial capacity.

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