



**TECHNICAL, ENTREPRENEURIAL AND VOCATIONAL  
EDUCATION AND TRAINING (TEVET)  
STANDARDS**

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## FOREWORD

The TEVET Act of 1999 section 4 and TEVET policy of 2013 mandates the Technical Entrepreneurial and Vocational Education and Training (TEVET) Authority to regulate, facilitate and promote provision of quality skills training in Malawi. Pursuant to this, TEVET Authority has developed standards to enhance its commitment to regulate the provision of quality Technical Entrepreneurial and Vocational Education and Training (TEVET).

The main objective of these standards is to provide the minimum requirements for the provision of quality TEVET translating the provisions of the TEVET Act 1999 and Policy 2013 into action. The standards conform to and reinforce legislative requirements for regulating the TEVET sector in the country as well as the aspirations of the nation through the MW2063, where quality human capacity through skills development is at the heart of achieving this agenda. The Agenda further advocates for mainstreaming TEVET in other sectors of the economy and these standards will be paramount in setting up training structures in the new areas. They will further promote good governance and management of TEVET through structures that are clear and transparent.

The enforcement of these standards shall result in, among others, increased number of registered and accredited TEVET providers, quality training delivery, quality TEVET products, improved infrastructure in TEVET providers as well as accurate and comprehensive reporting on quality of TEVET.

The TEVET Authority is obliged to measure compliance and report to TEVET Authority Board and line Ministry on the extent to which the Standards are being implemented and on the overall quality of TEVET.



Secretary of Labour

## PREFACE

TEVET Authority has developed standards for the TEVET system to support TEVET providers and practitioners in improving skills training standards. The quality TEVET standards focus on operational and academic areas to train knowledgeable and skilled citizens competent to contribute to socio-economic development in Malawi and across the globe.

The Standards will be used by all TEVET providers in Malawi including the following:

- All public Colleges offering up to level 4 qualifications of TQF;
- All private Colleges offering up to level 4 qualifications of TQF;
- All foreign TEVET providers operating in Malawi;
- All stakeholders providing any form of TEVET (Formal and Informal)

The Standards will be used by the Authority in the process of registering and accrediting TEVET providers. It will further inform the experts in the development of assessment tools for the TEVET providers and their Programmes. Additionally, the TEVET providers will use the standards to guide them on self-assessments and development of their plans to achieve delivery of quality TEVET at both operational and academic levels.

In conclusion, these standards will guide TEVET Provider Institutions to establish Quality Management Systems (QMS) and quality infrastructure and ensure the sustainability of their training while attaining excellence in the provision of TEVET Programmes.



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Elwin Chiwembu Sichiola  
Executive Director

## **ACKNOWLEDGEMENTS**

The development of TEVET Standards is a result of concerted effort and rich contributions from stakeholders in the TEVET sector in Malawi. In a special way, the Authority would like to express its profound gratitude to Ministry of Labour (MoL), Ministry of Education (MoE), all members from institutions of higher learning and the National Council for Higher Education (NCHE), TEVET providers and awarding bodies.

## ACRONYMS

CPD	Continuous Professional Development
HIV	Human Immuno Virus
AIDS	Acquired Immuno Deficiency Syndrome
IQAC	Internal Quality Assurance Committee
MW2063	Malawi Vision 2063
MoE	Ministry of Education
MIP	Malawi Implementation Plan 1
MNES	Malawi National Education Standards
MoL	Ministry of Labour
NCHE	National Council for Higher Education
NESIP	National Education Sector Investment Plan
PPE	Personal Protective Equipment
QA	Quality Assurance
QC	Quality Control
QMS	Quality Management Systems
SADC	Southern Africa Development Community
SDG	Sustainable Development Goals
SDP	Staff Development Plan
SP	Strategic Plan
GBV	Gender Based Violence
ICT	Information and Communication Technology
TEVET	Technical Entrepreneurial and Vocational Education and Training.
TEVETA	Technical Entrepreneurial and Vocational Education and Training Authority
TQF	TEVET Qualifications Framework

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# 1.0 Background and Introduction

## 1.1 Background

TEVET Authority is a regulatory body established in 1999 by an Act of Parliament mandated to regulate, promote and facilitate the sustainable provision of quality TEVET in Malawi. Within its mandate, the Authority is responsible for registration and accreditation of technical education and training institutions in accordance with prescribed standards and rules to enhance the quality provision of TEVET in Malawi.

Therefore, these standards seek to address the challenges the TEVET sector is facing such as: absence of standardised governance structures, existence of substandard infrastructure, staff capacity gaps and failure to comply with registration rules and regulations in TEVET providers, among others.

### Development of TEVET Standards

Development of these standards involved desk reviews of regulatory instruments from local and international bodies as well as consultations with relevant stakeholders.

The standards are derived from key areas identified by the TEVET policy of 2013 and TEVET Act No. 6 of 1999. These TEVET standards are also aligned to the Malawi Vision 2063 (MW2063), Sustainable Development Goals (SDGs), Malawi Implementation Plan 1 (MIP1) 2021-2030, National Education Sector Investment Plan (NESIP) 2020 – 2030 Malawi National Education Standards (MNES) and National Council for Higher Education (NCHE) Standards.

Furthermore, the standards have considered the goals and objectives of skills training in Malawi and the guiding principles of access and equity, quality and relevance, research and development, and governance and management in the TEVET sector.

On the other hand, the standards conform to regulatory provisions at both regional and international level such as SADC Protocol on Education and Training, as well as SADC Qualifications Framework.

## 1.2 Introduction

Standards are necessary in establishing benchmarks for quality adherence to all TEVET stakeholders.

To ensure that standards are adhered to, TEVET Authority executes the following functions:

- a) Register and de-register TEVET providers;
- b) Accredite both formal and informal TEVET providers and their programmes;
- c) Regulate, determine and uphold standards of teaching, examinations occupational qualifications and academic facilities;
- d) Design and recommend individualized quality assurance system for TEVET providers;
- e) Recommend to TEVET Authority Board on institutional quality assurance standards for the establishment, standardization and accreditation of TEVET providers and programmes including standards of;
  - i. Teaching and learning,
  - ii. Infrastructure, physical plant and equipment,
  - iii. Libraries and learning resources centres';
  - iv. Safety of teaching and learning facilities.
- f) Ensure that TEVET providers have high calibre members of staff.

## **2.0 Standards Quality Priority Areas**

To guide the execution of the afore stated quality assurance functions, standards have been developed with focus on the following quality priority areas;

- I. Governance & Management
- II. Financial Resources, Equipment and Materials
- III. Built Environment
- IV. Water and sanitation
- V. Students support services
- VI. Training Programmes
- VII. Staff complement
- VIII. Support towards teaching and learning
- IX. Quality enhancement
- X. Registration and Accreditation of TEVET Providers and Programmes

The details of the standards are presented in the following subsequent tables;

## I. GOVERNANCE & MANAGEMENT

This quality priority area provides standards for the operationalisation of TEVET providers by ensuring that governing bodies are in place to enhance quality administrative and technical leadership as well as transparent implementation of different activities. The details of this standard are provided in the table below.

Quality Priority Area	Focus Area	Standard
1. Governance and Management	1.1 Vision, Mission, Objectives and Core values	<p>A TEVET provider shall have:</p> <p>1.1.1 a vision statement that expresses the long-term plan of the institution, that is available and understandable by all stakeholders.</p> <p>1.1.2 vision and mission statements that are shaped by relevant national legislation related to TEVET and other policies.</p> <p>1.1.3 a mission statement that clearly relates to the vision and is relevant to its goals.</p> <p>1.1.4 objectives that are relevant and in accordance with goals, policies, roles, and responsibilities.</p> <p>1.1.6 Vision, mission statement and core values shall be visible enough and displayed in walls and easily accessible by the public.</p> <p>1.1.7 strategies to monitor and evaluate progress towards achievement of the vision, mission, objectives and core values in accordance with performance indicators.</p> <p>1.1.8 action plans developed to address the risks, gaps and challenges identified.</p>

Quality Priority Area	Focus Area	Standard
	1.2 Board of Governors	<p>1.2.1 A TEVET provider shall have an independent Board of governors that is legally established and discharges its mandate effectively and efficiently.</p> <p>1.2.2 The head of the institution shall be secretary to the Board.</p> <p>1.2.3 Where the TEVET provider has no board of governors (For institutions that are part of a corporate organisation/conglomerate), a committee shall be constituted to act as a board of governors. A representative of the management of the institution shall have a seat in that committee.</p> <p>1.2.4 A TEVET provider shall provide to TEVET Authority names, qualifications and titles of trustees and directors or committee members.</p> <p>1.2.5 The Board/committee shall be responsible for policy and governance issues.</p> <p>1.2.6 The Board shall meet at least once a year and there shall be evidence of meetings.</p> <p>1.2.7 The Board shall comprise a Minimum number of five (5) relevant members with the following requirements:</p> <ul style="list-style-type: none"> <li>• a member with education and training background (Minimum of Bachelor of Education)</li> <li>• a member with financial background (Minimum of Bachelor of Accounting)</li> <li>• a member with knowledge and expertise of any occupation being offered at the institution</li> <li>• a female representation with knowledge of any trade being offered at the institution</li> <li>• a member representing persons with disabilities with knowledge or interest in TEVET issues.</li> <li>• a member representing the community with knowledge or interest in TEVET issues.</li> </ul> <p><b>Ex-officio Members</b></p> <p>1.2.8 The Board may have a member from the TEVET Authority and/or Directorate of TEVET in the line ministry or Institutional management team/ delegated representative sitting in as ex-officio.</p>

Quality Priority Area	Focus Area	Standard
	1.3 College Management	<p>1.3.1 A TEVET provider shall have an Organogram, with bodies in place, comprising:</p> <ul style="list-style-type: none"> <li>i. Principal</li> <li>ii. Deputy Principal</li> <li>iii. Finance Officer</li> <li>iv. Human Resource officer</li> <li>v. Heads of Department</li> </ul> <p>1.3.2 A TEVET provider shall have a composition of institutional Management team with relevant qualifications.</p> <p>1.3.3 A TEVET provider shall ensure that the minimum qualifications of management staff is according to training levels that an institution is offering.</p> <p>1.3.4 The Management team shall meet quarterly and conduct academic staff meetings at least twice in a term and there shall be evidence of such meetings.</p> <p>1.3.5 A TEVET provider shall keep record of minutes of management meetings, staff meetings, meetings with trainee leadership (at the start and end of the term)</p> <p>1.3.6 A TEVET provider shall have clear procedures and appropriate staff for administration, financial management and dispute resolution.</p> <p>1.3.7 A TEVET provider shall have functional management information systems.</p>
	1.4 Sub Committees	<p>1.4.1 The college management shall institute subcommittees responsible for various functions as stipulated in administrative handbook for colleges.</p> <p>1.4.2 The committees shall meet according to their planned schedules and discharge functions effectively and efficiently. There shall be evidence of committee meeting proceedings.</p>

Quality Priority Area	Focus Area	Standard
	1.5 Trainee Council and trainee involvement	<p>1.5.1 A TEVET provider shall have a functional gender balanced trainee council and shall keep records of minutes of trainee council meetings.</p> <p>1.5.2 Trainees shall be represented on committees where their participation is required.</p> <p>1.5.3 A TEVET provider's management shall meet the trainee council at least twice in a term (at the beginning and at the end of the term).</p>
	1.6 Governing policies and procedures	<p>1.6.1 A TEVET provider shall have and implement a strategic plan approved by their Boards.</p> <p>1.6.2 A TEVET provider shall conform to TEVET Qualifications Framework (TQF).</p> <p>1.6.3 A TEVET provider shall develop and implement a Risk Policy approved by their Boards.</p> <p>1.6.4 A TEVET provider shall have and fully implement a Safety and Health Policy approved by their Boards.</p> <p>1.6.5 A TEVET provider shall have disciplinary procedures for staff and trainees developed and implemented.</p> <p>1.6.6 A TEVET provider shall comply to relevant legal and procurement and disposal of assets regulations (i.e. Acts, Guidelines and Instructions. TEVET providers shall comply with copyright laws in the use of instructional materials.</p> <p>1.6.7 A TEVET Provider shall also have relevant governing policies and guidelines such as:</p> <ol style="list-style-type: none"> <li>i. Quality Assurance</li> <li>ii. Academic Programmes development policy</li> <li>iii. Staff Terms and Conditions of Employment</li> <li>iii. Staff Terms and Conditions of Employment</li> <li>iv. Financial Management Policy</li> <li>v. Research and Development Policy</li> <li>vi. Consultancy Policy</li> <li>vii. Trainees Handbook</li> <li>viii. Assessment Policy</li> </ol>

Quality Priority Area	Focus Area	Standard
		<ul style="list-style-type: none"> <li>ix. Conduct and regulation of examinations</li> <li>x. Intellectual Property Policy</li> <li>xi. Library Rules and Regulations</li> <li>xii. Staff Development Plan (SDP)</li> <li>xiii. HIV/AIDS Policy</li> <li>xiv. ICT Policy</li> <li>xv. Gender Policy</li> <li>xvi. Corporate Social Responsibility Policy</li> <li>xvii. Trainee Protection policy</li> <li>xviii. Data Protection policy</li> <li>xix. Infrastructure and equipment maintenance policy</li> <li>xx. Staff Personal Files – CVs and qualifications</li> <li>xxi. Staff and Student Recruitment Files</li> <li>xxii. Students Records</li> <li>xxiii. Fixed Asset Register</li> </ul> <p>1.6.8 A TEVET provider shall have Codes of Conduct that define basic principles, values and rules on issues of gender equality, disability, conflict of interest, confidentiality, intellectual property, Continuous Professional Development (CPD), Gender Based Violence (GBV), sexual harassment, transparency and accountability among others.</p>
	1.7 Monitoring and Evaluation of Teaching and Learning	<p>1.7.1 A TEVET provider shall have an Institutional Quality Assurance Framework (IQAF).</p> <p>1.7.2 A TEVET provider shall have strategies for monitoring and evaluating training delivery and tracking trainee performance and attendance.</p> <p>1.7.3 A TEVET provider shall have a rigorous process of self-evaluation and internal audit.</p> <p>1.7.4 A TEVET provider shall have an Internal Quality Assurance Committee (IQAC).</p> <p>1.7.5 Trainees shall participate in the evaluation of courses/modules and instructors at the end of each term.</p>

Quality Priority Area	Focus Area	Standard
	1.8 Public accountability	<p>1.8.1 A TEVET provider shall ensure have transparency and accountability mechanisms in place.</p> <p>1.8.2 A TEVET provider shall work hand in hand with the community to ensure social responsibility</p> <p>1.8.3 A TEVET provider shall have mechanisms for getting feedback from the public.</p> <p>1.8.4 A TEVET provider shall maintain and preserve accurate scholastic records of graduates and training.</p> <p>1.8.5 A TEVET provider shall have a prospectus or brochure for the institutions which shall be reviewed annually.</p>



## 2.0 FINANCE AND RESOURCE MOBILIZATION

This quality priority area provides standards which will influence implementation of activities through financing and funding. The details of the standard are provided in the table below;

Quality Priority Area	Focus Area	Standard
2. Finance and Resource Mobilisation	2.1 Resource mobilisation and sustainability	<p>A TEVET providers shall have a resource mobilisation strategy in place.</p> <p>2.1.1 A TEVET provider shall have a stable source of funding</p> <p>2.1.2 A TEVET provider shall have income generating activities to supplement their financial resource.</p>
	2.2 Budget	<p>2.2.1 A TEVET provider shall operate on an approved annual budget.</p> <p>2.2.2 The budget shall provide financial allocation to various departments which shall be implemented as projected.</p> <p>2.2.3 A TEVET provider shall operate on sufficient budget comprising government/proprietor approved budget and that from income generating activities.</p>
	2.3 Financial Management and material resources	<p>2.3.1 A TEVET providers shall operate accounts with credible banks.</p> <p>2.3.2 A TEVET provider shall maintain accurate financial records and audit reports.</p> <p>2.3.3 A TEVET provider shall have tuition and related fees documented and shall be publicised.</p> <p>2.3.4 A TEVET provider shall publicise and enforce the implementation of the protocol for all tuition/related fees payment details, procedures, and officers mandated to handle such transactions.</p> <p>2.3.5 A TEVET provider shall engage external auditors and shall maintain up to date audited annual financial accounts.</p> <p>2.3.6 A TEVET provider shall have institutional assets.</p> <p>2.3.7 A TEVET provider operating in rented premises shall have a lease agreement of a minimum of three years.</p>

Quality Priority Area	Focus Area	Standard
		<p>2.3.8 A TEVET provider shall have adequate land registered in the name of the TEVET provider or the proprietor, dedicated solely to the academic and other requirements of the institution. Banking facility-TEVET providers shall operate accounts with credible banks and current financial statements shall be available.</p>
	1.2 Procurement	<p>2.4.1 There shall be an Internal Procurement and Disposal Committee (IPDC) which shall meet regularly and discharge its functions with the highest ethical standards.</p> <p>2.4.2 IPDC shall keep relevant records including minutes of meetings, bid agreements and other relevant procurement decisions.</p>

### 3.0 BUILT ENVIRONMENT

This quality priority area provides requirements for infrastructure to support academic activities such as classrooms, laboratories, workshops, library and resource centers, offices and toilets. The details of the standard are provided in the table below.

Quality Priority Area	Focus Area	Standard
3.0 Built Environment	3.1 Classrooms/ Laboratories	<p>3.1.1 Classrooms shall be constructed with environmentally friendly bricks/ blocks.</p> <p>3.1.2 The minimum area per trainee shall be 1.45 square meter of floor space with adequate natural lighting and cross ventilation through window openings at the proportion of 1/5 of the floor area. Mean wall height shall be 2.75m.</p> <p>3.1.3 The minimum headroom (height) shall be 2.59m where the ceiling follows the line of rafters.</p> <p>3.1.4 All windows shall, where reasonably possible, be extended to within 0.305m of the ceiling.</p> <p>3.1.5 A shiny whiteboard metal shield shall be fixed over the fluorescent bulbs facing the whiteboard. If fluorescent bulbs are used to light the whiteboard.</p> <p>3.1.6 Floor shall be made of solid concrete (7.6 cm thick) with a final cement finish on top.</p> <p>3.1.7 Ventilation openings shall be provided at the ratio of 0.093 sq m of floor area; minimum total window area= 20% of total floor area.</p> <p>3.1.8 Smartboard/whiteboard shall be of standard size not less than 1.8m x 1.2m and shall be placed on the front wall close to the door ways.</p> <p>3.1.9 The minimum size of a pin board shall be 2.4m x 1.2m or one standard ceiling board size placed at the back or side walls of each classroom.</p> <p>3.1.10 Doors shall open outwards.</p> <p>3.1.11 Each trainee shall be provided with a desk with a minimum top area of 0.6m x 0.42m per trainee.</p> <p>3.1.12 Each occupation shall have a minimum of 1 classroom.</p> <p>3.1.13 Laboratory shall have a chemical store with built in lockers and shelves.</p> <p>3.1.14 Laboratory windows shall have provision for curtain hanging where applicable.</p>

Quality Priority Area	Focus Area	Standard
		<p>3.1.15 Laboratory shall have trainee experimental benches with a minimum of 1.5m x 0.9m top area and 0.86m high each to cater for 4 trainees per time.</p> <p>3.1.16 Laboratory shall be provided with a bench stool 0.6m high.</p> <p>3.1.17 Laboratory shall have a minimum of 1 sink.</p> <p>3.1.18 A TEVET provider shall have 1 science laboratory.</p> <p>3.1.19 There shall be a sufficient supply of potable safe and clean water at all times within the classroom area.</p> <p>3.1.20 There shall be separate toilets in the teaching area for staff and trainees in accordance to specifications of toilets.</p>
	3.2 Workshops	<p>3.2.1 Workshops shall be constructed with environmentally friendly bricks/blocks.</p> <p>3.2.2 The minimum size shall be 10.25m x 7.6m x 2.74m high or 1.95 sq m per trainee floor space.</p> <p>3.2.3 There shall be two doors opening outwards.</p> <p>3.2.4 Each occupation shall have its own workshop.</p> <p>3.2.5 Each workshop shall have minimum of basic functional tools and equipment.</p> <p>3.2.6 The smartboard/whiteboard size shall be the same as that recommended for a classroom.</p> <p>3.2.7 A workshop shall have a fume cupboard with an expeller to extract dangerous gases and fumes like those from bromine. The minimum inside space shall be 0.7m x 0.6m standing 1.42m over laboratory bench level. The fume cupboard shall have an up and downward sliding door cover, a water drainage sink inside and a water tap.</p> <p>3.2.8 A workshop shall have a store room with built in lockers and shelves.</p> <p>3.2.9 Windows shall be made as per classroom standard with provision for curtain hanging where applicable.</p> <p>3.2.10 Workshop shall have working benches with a minimum of 1.5m x 0.9m top area and 0.86m high each to cater for 4 trainees per time.</p> <p>3.2.11 Workshop shall have a bench stool of 0.6m high.</p>

Quality Priority Area	Focus Area	Standard
		<p>3.2.12 Workshop shall have a minimum of 1 sink.</p> <p>3.2.13 Ventilation openings and lighting shall be the same as those recommended for the classroom.</p>
	<p>3.3 Library and Learning Resource Centre</p>	<p>3.3.1 Library and Learning Resource Centre shall be constructed with environmentally friendly bricks/blocks.</p> <p>3.3.2 The reading room area shall at least be 1.44 sq m per trainee.</p> <p>3.3.3 The book display room area shall be at least 57.76 sq m and shall have bookshelves. Ventilation openings and lighting shall be the same as those recommended for the classroom.</p> <p>3.3.4 Ventilation openings and lighting shall be the same as those recommended for the classroom.</p> <p>3.3.5 The library and learning resource centre buildings shall have adequate natural and artificial lighting, good ventilation, secure windows, and sufficient doorways, opening outwards to facilitate exit in case of fire and other emergencies.</p> <p>3.3.6 The library and learning resource centre shall maintain a current collection of a wide variety of resources, appropriate for the institution's educational programmes regardless of the range of academic programmes offered.</p> <p>3.3.7 The library and learning resource centre shall have facilities that guarantee means to access library resources by all learners.</p> <p>3.3.8 The library shall be managed by qualified personnel registered with Malawi Library Association who shall hold minimum diploma in library and information science or trained personnel to manage the resources and keep proper and updated inventory of the stock.</p> <p>3.3.9 The library shall have adequate staff to support library development, collection organisation, and accessibility.</p> <p>3.3.10 A TEVET provider shall have library rules and regulations.</p>

Quality Priority Area	Focus Area	Standard
		<p>3.3.11 Shelves in the library shall be properly labelled.</p> <p>3.3.12 E-library resources shall be updated at least twice a year.</p> <p>3.3.13 There shall be internet connectivity which is readily accessible to learners where there are e-libraries.</p>
	3.4 ICT Laboratories	<p>3.4.1 A TEVET provider shall have appropriate ICT laboratories that include computers with appropriate software, disability friendly equipment/ facilities and reliable internet access.</p> <p>3.4.2 A TEVET provider shall have at least one (1) common ICT laboratory for trainees.</p> <p>3.4.3 A TEVET provider shall provide equitable access to use of computers by all trainees.</p> <p>3.4.4 A TEVET provider shall have an ICT policy and plan for the purpose of ensuring reliability, privacy, safety and security.</p>
	3.5 Facilities for trainees with special needs	<p>3.5.1 A TEVET provider shall ensure that design and construction of various buildings and facilities shall accommodate universal access.</p> <p>3.5.2 A TEVET provider shall ensure that in all pavements, the gradients of footpaths shall not exceed 1:20 except for short ramps.</p> <p>3.5.3 A TEVET provider shall provide horizontal rest areas at regular intervals on excessively long gradients.</p> <p>3.5.4 A TEVET provider shall ensure that all entrance doors and corridors provide space to allow for turning of a wheelchair.</p> <p>3.5.5 A TEVET provider shall ensure that all doors have a width of 90cm minimum.</p> <p>3.5.6 A TEVET provider shall ensure that windows shall be those of louver type or sliding in areas where the windows are along the sidewalks or corridors.</p> <p>3.5.7 A TEVET provider shall make proper modifications to resources to suit usability of individuals.</p>

Quality Priority Area	Focus Area	Standard
		<p>3.5.8 A TEVET provider shall have toilets fitted with special facilities for wheelchairs and whose doors open outwards.</p> <p>3.5.9 A TEVET provider shall provide necessary teaching and learning support/resource centers/requirements to trainees with special needs.</p>
	3.6 Administration Block & Staff Office(s)	3.6.1 A TEVET provider shall have an administration block constructed using environmentally friendly bricks/blocks with adequate offices and washrooms or ablution and sanitation facilities.
	3.7 Condition of Surroundings	<p>3.7.1 A TEVET provider's location and surrounding shall be suitable for education and training by adhering to the following requirements:</p> <ul style="list-style-type: none"> <li>i. be located in places free of noise and disturbance,</li> <li>ii. have measures that prevent trespassing or encroachment.</li> <li>iii. be 300 meters away from the main road, in circumstances where the institution is close to the main roads.</li> </ul>
	3.8 Ablution facilities for staff and students	<p>3.8.1 A TEVET provider shall have toilets constructed according to standard size and specifications.</p> <p>3.8.2 Toilet ratio for female trainees shall be 1 toilet for every 16 female trainees plus a change room and an incinerator.</p> <p>3.8.3 Toilet ratio for male trainees shall be 1 toilet for every 20 male trainees plus 1 urinal.</p> <p>3.8.4 TEVET provider shall have designated toilets for staff members, separated for males and females.</p> <p>3.8.5 TEVET providers shall provide for one specialized (disability friendly) toilet each for male and female trainees (built and fitted with all necessary specifications).</p> <p>3.8.6 Toilets shall be provided in the teaching area, workshops, hostels and all designated areas as needed.</p> <p>3.8.7 Pit latrines shall be at 21m away from the building.</p>

## 4.0 ACCESSIBILITY

This quality priority area provides standards necessary for visibility and accessibility of the institutions. The details of the standard are provided in the table below.

Quality Priority Area	Focus Area	Standard
4.0 Accessibility	4.1 Road network	4.1.1 There shall be a visible and legible signpost providing direction to the TEVET provider premises. 4.1.2 TEVET provider premises shall be accessible by road.
4.2 Availability of transport facilities dedicated to the institution	4.2.1 A TEVET provider shall have its own transport facilities. 4.2.2 A TEVET provider shall make adequate provision of transport to facilitate institutional activities. 4.2.3 The transport facilities shall be appropriate for the services required.	



## 5.0 SANITATION, OCCUPATION SAFETY AND POWER SUPPLY

This quality priority area provides standards to guide in terms of institutional health, safety and sanitation. The details of the standards are provided in the table below.

Quality Priority Area	Focus Area	Standard
5.0 Sanitation, Occupation Safety and Power Supply	5.1 Source of water	5.1.1 There shall be sufficient supply of potable water at all times.
	5.2 Source of power	5.2.1 There shall be reliable power supply at all times.
	5.3 Emergency response facilities and security of premises	5.3.1 All buildings shall have adequate, reasonable and easily accessible means of escape by all including persons with disabilities in the event of emergency.  5.3.2 All means of escape shall be properly labeled, maintained and kept free from any obstruction.  5.3.3 The buildings and premises shall be fenced and shall have other security facilities such as security guards, alarms etc.  5.3.4 Each building shall have designated well serviced firefighting equipment in relation to fire hazard assessment.  5.3.5 A TEVET provider shall have well trained firefighting focal personnel above having trained all members.  5.3.6 A TEVET provider shall have water supply system for firefighting.  5.3.7 Fire drills shall be conducted to staff and trainees at least twice a year. Records for this shall be kept for verification.  5.3.8 A TEVET provider shall have a designated fire assembly point.  5.3.9 There shall be well known evacuation protocols/procedure in case of emergency for exiting buildings and gathering at assembly points
5.4 Workshop/Laboratory Safety	5.4.1	5.4.1 There shall be availability of signage, safety rules, PPE, and machine operating procedures (on specific machines).
		5.4.2 A TEVET provider shall have well stocked first aid box in each workshop and administration block.
		5.4.3 Each workshop shall have an emergency power cut out.
5.5 Trainees Toilets	5.5.1 Trainee toilets shall be accessible, well labelled, of right specifications, disability friendly, with provision of incinerator, change rooms/urinals.	
5.6 Staff Toilets	5.6.1 The staff toilets shall be accessible, well labelled, of right specifications, disability friendly, with privacy, with provision of incinerator, washrooms/urinals.	

## 6.0 RECREATION

This quality priority area provides standards regarding provision of extra curricula activities. The details of the standard are provided in the table below.

Quality Priority Area	Focus Area	Standard
6.0 Recreation	6.1 Sports facilities	<p>6.1.1 A TEVET provider shall have a variety of inclusive outdoor or indoor sports facilities.</p> <p>6.1.2 The sporting facilities shall be sufficient to trainee population in usable and safe condition as well as well stocked first aid box.</p> <p>6.1.3 A TEVET provider shall have a legally binding memorandum of agreement where sports and recreation facilities are rented or shared.</p> <p>6.1.4 A TEVET provider shall have students and staff trained in first aid.</p>
	6.2 Rooms for occasional gathering	<p>6.2.1 Rooms for occasional gathering shall be constructed with environmentally friendly bricks/blocks.</p> <p>6.2.2 Assembly or dance halls shall be built with a floor space of 0.81 sq m per trainee with doors opening outwards.</p> <p>6.2.3 Each assembly hall shall have 4 toilets or pit latrines for each sex.</p> <p>6.2.4 Interior washrooms, water taps and sinks shall be 1 tap for every 16 trainees.</p> <p>6.2.5 The floors shall be 7.62 cm thick.</p>
	6.3 Clubs and Societies	6.3.1 There shall be evidence of active and recognizable clubs and societies.

## 7.0 BOARDING FACILITIES

This quality priority area provides standards regarding requirements for the nature, status and requirements where boarding facilities are available. The details are provided in the table below.

Quality Priority Area	Focus Area	Standard
Boarding facilities	7.1 Hostels	<p>7.1.1 Hostels shall be constructed with environmentally friendly bricks/blocks.</p> <p>7.1.2 There shall be separate hostels for each sex.</p> <p>7.1.3 The minimum floor/bed space shall be 4.65 sq m per boarder.</p> <p>7.1.4 A room shall accommodate a maximum of 4 boarders.</p> <p>7.1.5 Hostels shall be well ventilated and well-lit same as those for classrooms.</p> <p>7.1.6 Lighting through window and other openings shall be at the proportion of 1/8 of floor area.</p> <p>7.1.7 Ventilation openings shall be provided at a proportion of 0.093 sq m to every 4.65 sq m of floor areas.</p> <p>7.1.8 Hostels shall have washing and bathing facilities with 1 bathing cubicle for every 15 trainees, 1 piped water, every cubicle shall have a shower rose.</p> <p>7.1.9 Bathrooms and toilets shall be secure and private to the user.</p> <p>7.1.10 Hostels shall have toilets in accordance to specifications of toilets.</p> <p>7.1.11 Bathrooms and toilets shall be separated from the rooms at least a distance of 2m to 3m gap between toilet/bathroom and lodging room walls.</p> <p>7.1.12 The hostel floors shall be 7.62 cm thick concrete.</p> <p>7.1.13 All lodging rooms shall have lockers.</p> <p>7.1.14 All hostels shall have well secured electrical installations</p> <p>7.1.15 There shall be two isolation rooms (sick bay) one for males and the other one for females.</p> <p>7.1.16 All hostels shall have security.</p> <p>7.1.17 All hostels shall be clean at all times.</p> <p>7.1.18 A TEVET provider shall have boarding master's and matron's housed on campus.</p>

Quality Priority Area	Focus Area	Standard
	7.2 Dining Hall	<p>7.2.1 The dining hall shall be constructed with environmentally friendly bricks/blocks.</p> <p>7.2.2 There shall be a minimum floor area of 0.81 sq m per trainee.</p> <p>7.2.3 The dining hall shall have adequate natural lighting.</p> <p>7.2.4 The dining hall shall be well ventilated.</p> <p>7.2.5 The dining hall shall have sufficient and appropriate furniture (tables and chairs).</p> <p>7.2.6 The dining hall shall have 4 toilets or pit latrines for each sex.</p> <p>7.2.7 The dining hall shall have minimum of 4 doors opening outwards/sliding ones.</p> <p>7.2.8 The dining hall shall have handwashing facilities in the ratio of 1 sink to 20 trainees.</p> <p>7.2.9 The dining hall shall have clean food serving facilities.</p>
	7.3 Kitchen	<p>7.3.1 The kitchen shall be constructed with environmentally friendly bricks/blocks.</p> <p>7.3.2 The kitchen may be attached to the dining hall or built separately.</p> <p>7.3.3 The kitchen shall contain storerooms, change room for each sex, toilet for each sex, a matron's office and food preparation space in addition to the cooking space.</p> <p>7.3.4 The kitchen shall contain well-conditioned cooking facility &amp; backup, loading &amp; offloading bay and refrigeration facilities.</p> <p>7.3.5 The kitchen shall have well maintained drainage system and adhere to general hygiene all the time.</p> <p>7.3.6 The kitchen shall have reliable supply of water.</p> <p>7.3.7 The matron shall develop a well-balanced menu and put it on display.</p> <p>7.3.8 All kitchen staff shall go for medical check-up every six months. The matron shall keep staff medical records.</p> <p>7.3.10 All kitchen staff shall wear proper uniform.</p>

## 8.0 TRAINING PROGRAMMES

This quality focus area provides standards on the expected outcomes of the trainee through quality provision of training programmes and curriculum offered in the institutions, assessment, and industrial attachment. The details are provided in the table below.

Quality Priority Area	Focus Area	Standard
Training Programmes	8.1 Accreditation of training programmes	8.1.1 A TEVET provider shall have all their training programmes accredited with TEVET Authority.
		8.1.2 A TEVET provider that offer programmes in collaboration with institutions outside Malawi shall be subject to TEVET Authority's programme accreditation requirements for all their domestic as well as cross-border training programmes.
		8.1.3 Foreign institutions that offer foreign TEVET programmes in Malawi, shall register and be accredited with TEVET Authority.
		8.1.4 Institutions that are created or are subject to other national, regional or international agencies offering TEVET programmes shall register and be accredited with TEVET Authority.
	8.2 Curricula	8.2.1 A TEVET provider shall use curricula approved by TEVET Authority.
		8.2.2 TEVET Authority shall accredit the awarding body.
		8.2.3 TEVET curricula shall be aligned to regional and international standards.
	8.3 Delivery of training Programmes	8.3.1 A TEVET provider may use different modes of delivery e.g. full time, part time, e learning etc
		8.3.2 A TEVET provider using various modes of delivery for the same training programmes shall ensure effectiveness of delivery and comparability of results.
		8.3.3 A TEVET provider shall provide trainees with hands on training on all modules with practical aspects.
		8.3.4 A TEVET provider shall produce evidence of various pedagogical approaches.
	8.4 Assessment	8.4.1 A TEVET provider shall employ diverse assessment techniques appropriate to the learning outcomes specified in the curriculum.
		8.4.2 TEVET Authority shall regulate the conduct of national and international assessments.

Quality Priority Area	Focus Area	Standard
		<p>8.4.3 9A TEVET provider shall adhere to national examinations protocol and procedures.</p> <p>8.4.4 Continuous assessment shall be done by a combination of practical and theory tasks.</p> <p>8.4.5 Summative assessment shall be given for every occupation as scheduled by an examination body.</p> <p>8.4.6 The contribution to final grade of both continuous assessment and summative examinations shall be documented and followed through.</p>
	8.5 Industrial attachment	<p>9.5.1 TEVET programmes shall include relevant industrial attachment as part of training.</p> <p>9.5.2 A TEVET provider shall ensure that industrial attachment is properly monitored and assessed.</p> <p>9.5.3 A TEVET provider shall have evidence of attachment contracts of the apprentice/trainee and the industry to which they are attached. scheduled by an examination body.</p> <p>9.5.4 The contribution to final grade of both continuous assessment and summative examinations shall be documented and followed through.</p>

## 9.0 STAFF COMPLEMENT

This quality priority area provides standards for quality enhancement in terms of class size, calibre of instructors and their requirements. The details of the standards are provided in the table below.

Quality Priority Area	Focus Area	Standard
9.1	Instructor to Trainee ratio	9.1.1 A TEVET provider shall maintain a staff: trainee ratio of 1:40 for programmes with less hands on skills and 1:30 for Programmes with more hands on skills.
		9.2.1 Each occupation shall have a minimum of two qualified Instructors relevant to occupation.
		9.2.2 A TEVET provider shall have full-time instructors; however where there is need, the full-time to part-time instructor ratio shall be 70:30.
9.2	Number of Instructors	9.3.1 An instructor shall have a relevant qualification of higher level than the class s(he) is handling.
		9.3.2 All academic staff shall have a teaching qualification on top of the professional qualification.
		9.3.3 All instructors shall have a general education qualification (MSCE, GCSE) or its equivalent.
9.3	Minimum Qualification of Lecturers and Instructors	9.3.4 The trainer should be accredited with TEVET Authority.
		9.4.1 There shall be a training and development plan with resources allocated to the plan.
		9.4.2 A TEVET provider shall have staff members' training reports and certification.
9.4	Capacity building/ professional development	9.5.1 Academic and support staff shall be engaged on well-defined terms and conditions of employment which will be in conformity with the Malawi Employment Act.
		9.5.2 Recruitment and retention of academic staff shall be based primarily on professional qualifications and experience appropriate to the subject they would be required to teach, research, or consult on.
		9.5.3 A TEVET provider shall recruit academic and support staff on account of qualifications awarded by accredited institutions and accredited programmes.

Quality Priority Area	Focus Area	Standard
		<p>9.5.4 A TEVET provides shall retain certified copies of certificates that qualify academic staff to teach assigned courses.</p> <p>9.5.5 Terms and conditions of service shall provide for competitive compensation and professional growth opportunities, among other incentives.</p>



## 10.0 Application of TEVET Standards to Registration and Accreditation processes

This quality priority area provides standards for application of TEVET standards to registration and accreditation of TEVET service providers. The details of the standard are provided in the table below.

Quality Priority Area	Focus Area	Standard
Application of TEVET Standards to Registration and Accreditation processes	10.1 Registration	10.1.1 TEVET providers shall be registered upon meeting minimum requirements stipulated in the registration regulations.
	10.1 Non-Compliance to Registration requirements	10.2.1 A registered TEVET provider that does not comply with the minimum standards shall be subjected to penalties specified in the TEVET registration regulations or have their registration certificate revoked.
	10.3 Accreditation	10.3.1 Registered TEVET providers shall have their Programmes accredited by the TEVET Authority.
		10.3.2 Accreditation shall follow an evaluation process to reaffirm whether a programme is relevant, appropriately designed and well-resourced.
10.4 De-accreditation of TEVET Programme	10.4.1 TEVET Authority shall de-accredit a TEVET Programme if the TEVET Provider with regard to conditions stipulated in accreditation rules.	

## GLOSSARY

**Head of institution:** The Principal of a College / Institution who provides leadership and is responsible for all academic and administrative activities.

**Inspector:** an official contracted to ensure that official regulations are obeyed and followed according to provided regulations in TEVET.

**Occupation:** A set of jobs or occupational specialisations where the main tasks and duties are characterised by a high degree of similarity (skill specialisation).

**Practitioners:** Bodies or persons actively engaged in an art, discipline, or profession in TEVET.  
**Reviewer:** an official contracted to formally assesses all activities, practices and provisions related to training in TEVET institutions with a view to changing them if necessary.

**Road:** a wide way leading from one place to another, especially one which vehicles can use

**Self assessment:** The act or process of analyzing and evaluating oneself or one's actions.

**Signpost:** a sign giving information such as the direction and distance to the institutions, typically found at a road junction or where there are several bends.

**Stakeholders:** Individual or group of people that have an interest and influence in any decision or activity of TEVET Programmes.

**TEVET providers:** Institutions and individuals to deliver TEVET Programmes

**Trainee:** A person undergoing training for a particular job or profession.

**Trainer:** An accredited expert who equips trainees with appropriate knowledge, values, skills and prepares them for industry

## REFERENCES

- Botswana Qualifications Authority (2017) Criteria and Guidelines for Accreditation of Learning Programmes (TVET & Higher Education), Gaborone, Botswana.
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- Ministry of Finance, Economic Planning and Development, Malawi Growth and Development Strategy iii. (2017) Ministry of finance, Economic Planning, Lilongwe Malawi.
- National Council for Higher Education (2015), Standards for Accreditation of Malawi Higher Education Institutions, Lilongwe, Malawi.
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- Quality Assurance Manual ( 2018), Nairobi, Kenya
- Quality Council for Trades & Occupations (2017), Criteria and Guidelines on Accreditation of Skills Development Providers, Pretoria, South Africa.
- Technical Education, Vocational and Entrepreneurship Training Authority (2012) TEVET Standards for Registration of TEVET institutions, Lusaka, Zambia.
- Technical, Entrepreneurial and Vocational Educational Education and Training (TEVET) Act (No 06 of 1999), Lilongwe Malawi.
- UNESCO (2019) Handbook for Technical Colleges in Malawi, UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training, 1 Platz der Vereinten Nationen 53113, Bonn, Germany.

# ANNEX

## 1. NATURE OF VISION AND MISSION STATEMENTS

- The institution's vision and mission statements are geared towards assurance of quality of training outcomes related to TEVET.

## 2. MINIMUM QUALIFICATIONS OF MANAGEMENT STAFF ACCORDING TO LEVEL

- A. Principal for Training Institutions offering Levels 1 to 4 of Training on the TQF
  - i. Bachelors Degree in any relevant field plus relevant Post Graduate Qualifications
  - ii. Knowledge and experience in Human Resources Management
  - iii. Financial Management knowledge and experience
  - iv. Five years minimum management experience
  - v. Post-graduate Diploma in Education Management and Five years teaching experience
- B. Principal for Training Institutions offering Levels 1 to 3 of Training on the TQF
  - i. Bachelors degree in any relevant field
  - ii. Knowledge and experience in Human Resources Management
  - iii. Financial Management knowledge and experience
  - iv. Five years minimum management experience
  - v. Post-graduate Diploma in Education and 5 years teaching experience
- C. Principal for Training Institutions offering Levels 1 To 2 of Training on the TQF
  - i. Diploma Certificate in a relevant field
  - ii. Knowledge and experience in Human Resources Management
  - iii. Basic Financial Management knowledge and experience
  - iv. Three years minimum management experience
  - v. Diploma/certificate in Education and 5 years teaching experience
- D. Principal for Training Institutions offering Levels 1 of Training on the TQF
  - i. Technician Certificate in a relevant field
  - ii. Knowledge and experience in Human Resources Management
  - iii. Basic Financial Management knowledge and experience
  - iv. Five years' minimum management experience
  - v. Certificate in Education Management and 5 years teaching experience

## 3. DETAILS TO PUBLISH IN THE PROSPECTUS OR BRONCHURE

Prospectus or Brochure for the information of trainees and the public should contain the following:

- i. the registered name of the institution
- ii. the contact details of the college
- iii. a copy of its registration certificate
- iv. its vision, mission statement, objectives and core values
- v. the names of its owner, board of governance, Head of institution and senior management
- vi. the names and qualifications of full-time and part-time academic staff employed by the institution
- vii. its admission requirements and procedures
- viii. its mode of instruction
- ix. details of each approved programme
- x. the accreditation status of each approved programme
- xi. rules relating to assessment, progression and qualification
- xii. its fees and trainee financial aid

- xiii. trainee support services
- xiv.rules or code of conduct

#### **4. RESOURCE MODIFICATIONS FOR TRAINEES WITH SPECIAL NEEDS**

TEVET providers shall make proper modifications to resources to suit usability of individuals such as chairs and working benches among others.

#### **5. ADMINISTRATION BLOCK FACILITIES**

Tevet providers shall have offices or an administration block with the following facilities:

- a) Principal/administrator's office
- b) Staff room
- c) General office/enquiries
- d) Human Resource Manager's office
- e) Accounts office
- f) Separate toilets for male and female staff
- g) General stores for stationary
- h) Computers and ancillary office equipment.

#### **6. EXAMPLES OF VARIOUS SCHOLASTIC RECORDS**

- i. Availability of teaching and learning records
- ii. Availability of evidence of use of teaching and learning resources
- iii. Availability of evidence of use of varied assessment modes
- iv. Availability of records of assessment
- v. Availability of working timetable, accessible by instructors and trainees.





