



KAGUMO TEACHERS' TRAINING COLLEGE

**ACADEMIC POLICY,
PROCEDURES AND STANDARDS MANUAL**

2026



KAGUMO TEACHERS' TRAINING COLLEGE

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ISO 9001:2015 CERTIFIED

BACKGROUND OF THE COLLEGE

Kagumo TTC - which started as a primary school has a long history as an institution of learning; a history that stretches back to the early years of the 20th century. The land parcels on which the college stands were acquired for institutional purposes through the intervention and mediation of the African Council in 1928. However, the actual construction of the first buildings which included an office for the principal began in 1930.

The institution incorporated a primary teachers' training college in 1944 with a humble enrolment of eight (8) trainees and a small staff of six (6). Later, it expanded to cater for an increased demand for teachers in the country. This significant expansion was strengthened further when Kagumo became an academic complex through the introduction of a secondary school wing in 1949. In 1982, the college underwent another significant upgrading. It started offering the Diploma in Teacher Education (DTE) curriculum whose graduates were posted to secondary schools. In this upgrading, the college was responding to the demands of the social and economic dynamics of the time. The first batch of 283 DTE trainees graduated in 1984.

The college grew successfully through the 1980s. However, 1990 occasioned the phasing out of some subjects in the humanities. These were Kiswahili, C.R.E., History and Geography. This consideration, among other reasons, was aimed at increasing the capacity of the college to accommodate the highly needed science-based subjects. Consequently, Physics, Chemistry, Biology and Mathematics were introduced into the diploma curriculum. The aforesaid transformation was taking place as the then newly introduced 8-4-4 system of education was approaching its secondary level maturity stage, with the first lot of the 8-4-4 trainees being admitted for the DTE course in 1993.

Another development was the upward revision of the course duration from two (2) to three (3) years. Similarly, the duration of the teaching practice was increased to two terms taken during the final year of study.

In 2022, the college realigned its training to adapt to the Competency-Based Curriculum - the Government's new education system. The first cohort of 314 Diploma in Secondary Teacher Education (DSTE) trainees was admitted then.

OUR VISION, MISSION AND CORE VALUES

Our Vision

A Transformative, Self-directing and Competent Teacher

Our Mission

To provide inclusive and market-driven teacher education and training

Core Values

We commit to championing the following core values as the guiding principles in our undertakings:

God's guidance	We depend on God and recognise God as the ultimate owner of all talents, resources, and opportunities that we use on a daily basis
Integrity	We are honest, impartial and trustworthy at all times as we relate with our colleagues, customers and all stakeholders. We deliver our services in a manner which is fair and free of discrimination or preferential treatment
Professionalism	We value our work, and act in a reliable manner that depicts our expertise and competences. We deliver as a team and take great pride in our accomplishments
Innovation & Creativity	We promote accessibility and affordability, seek new and more effective approaches to education, while exercising creativity as we chart inventive paths into the future
Teamwork	We foster teamwork by creating a culture that values collaboration and seeks out different perspectives. We value the significant contributions that come from a wide range of viewpoints, experiences, and knowledge.

DOCUMENT CONTROL

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Sign off	
Reviewers	Role
Mrs. Irene Mwangi	Chief Principal, Secretary to the Board of Management
	Board of Management Chairperson

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POLICY APPROVAL

The Academic Policy has been approved and issued under the signature of:

Mrs. Irene Mwangi
CHIEF PRINCIPAL

Signed

This Date 17/7/2026

Mr. Joanally Ndegwa Kiririu
CHAIRPERSON, BOARD OF MANAGEMENT

Signed

This date 7/7/2026

FOREWORD

The college recognises academic excellence, innovation, digital transformation, and emerging educational technologies as fundamental components of quality education and institutional growth. In an era characterised by rapid technological advancement and the increasing integration of digital systems in education, the role of teacher training institutions in preparing future educators to effectively engage with technology-enhanced learning environments has become increasingly critical. This Academic Policy affirms the college's commitment to providing quality, inclusive, learner-centered, ethical, and technologically responsive education that equips trainees with the competencies required in the 21st century.

This policy is anchored in Kenya's national development agenda, particularly Kenya Vision 2030, which recognises education, technology, innovation, and digital transformation as key drivers of national development and global competitiveness. The policy is further guided by the national education sector's emphasis on digital literacy, competency-based learning, research, innovation, and the integration of emerging technologies in teaching and learning. In addition, the policy aligns with relevant legal, regulatory, and professional frameworks governing higher education, teacher education, information technology, data protection, academic integrity, and ethical use of digital systems, ensuring compliance with national standards and international best practices in academic governance.

At the institutional level, this policy provides a strategic framework for the effective management of teaching, learning, research, assessment, academic administration, and trainee development. It supports ongoing educational reforms, particularly the Competency-Based Curriculum (CBC), by promoting the acquisition of professional competencies, digital literacy, critical thinking, creativity, collaboration, communication skills, ethical awareness, and problem-solving abilities necessary for success in a rapidly evolving global environment. Through this approach, the college seeks to produce graduates who are professionally competent, innovative, technologically adaptive, and capable of delivering quality education in diverse learning environments.

The college recognises that effective academic delivery requires a balanced approach that embraces innovation while upholding the principles of academic integrity, professionalism,

equity, inclusivity, accountability, transparency, and respect for human dignity. The institution is committed to ensuring that technology and digital systems enhance teaching, learning, assessment, research, and institutional efficiency without compromising ethical standards, human judgment, or the quality of education. This policy therefore promotes responsible and ethical use of educational technologies, safeguards institutional and personal data, protects intellectual property, and fosters equitable access to learning opportunities and academic resources for all learners and staff.

The college further acknowledges that successful implementation of this Academic Policy is a shared responsibility. Its effectiveness depends on the active participation and collaboration of management, academic staff, trainees, administrative personnel, technical teams, and strategic partners. The policy therefore encourages continuous professional development, innovation, research, quality assurance, responsible use of technology, and regular evaluation of academic practices to ensure continuous improvement in institutional performance and educational outcomes.

As Kagumo Teachers Training College adopts and implements this Academic Policy, the institution reaffirms its commitment to academic excellence, quality teacher education, research, innovation, ethical leadership, and national development. The college shall continue to provide leadership in teacher education and educational innovation, ensuring that academic programs remain relevant, responsive, and aligned with present and future educational needs locally and globally.

PREFACE

Academic excellence, innovation, digital transformation, and the integration of emerging technologies have become critical priorities in modern education systems due to rapid technological advancement, evolving workforce demands, and the growing need for innovative teaching and learning approaches. Institutions of teacher education are uniquely positioned to respond to these developments by strengthening academic quality, enhancing digital competencies, promoting research and innovation, and preparing educators capable of thriving in dynamic and technology-driven learning environments. Kagumo Teachers Training College recognises this responsibility and has therefore developed this Academic Policy to provide a framework for the effective management and continuous improvement of academic programs, teaching, learning, assessment, research, and institutional development.

This policy is informed by key national frameworks, including Kenya Vision 2030, which emphasises education, innovation, technology, and knowledge-based development as essential pillars of national transformation and global competitiveness. It is further guided by national education policies that promote quality assurance, digital literacy, competency-based education, innovation in teaching and learning, and integration of emerging technologies within educational institutions. The policy also aligns with relevant legal and regulatory frameworks governing higher education, teacher education, information technology, data protection, academic integrity, and ethical digital practices in Kenya, thereby ensuring compliance with national standards and international best practices in academic governance.

The purpose of this Academic Policy is to establish a structured and coordinated framework for academic governance and institutional excellence within the college. It outlines the principles, strategies, standards, and responsibilities necessary for promoting quality teaching and learning, responsible use of educational technologies, academic integrity, effective assessment practices, research and innovation, trainee development, and efficient management of academic resources. The policy also seeks to strengthen institutional readiness for technological advancement while fostering a culture of professionalism, innovation, inclusivity, lifelong learning, and continuous quality improvement among staff, teacher trainees, and the wider college community.

In addition, the policy supports ongoing education reforms such as the Competency-Based Curriculum (CBC), which emphasises the development of knowledge, competencies, values, attitudes, creativity, critical thinking, collaboration, communication skills, and problem-solving abilities required for success in a rapidly changing society. By strengthening teacher education and integrating modern pedagogical approaches, digital technologies, and innovative learning practices into training programs, the college contributes to the preparation of educators who are capable of delivering learner-centered education and effectively responding to contemporary educational challenges.

This policy is intended to serve as a practical guide for academic decision-making, planning, implementation, monitoring, and evaluation across all institutional operations. Its successful implementation will require effective leadership, adequate infrastructure and learning resources, continuous professional development, responsible use of technology, and active participation from all stakeholders. Through this Academic Policy, Kagumo Teachers Training College reaffirms its commitment to academic excellence, quality teacher education, ethical practice, research, innovation, and meaningful contribution to educational transformation and national development within Kenya and beyond.

EXECUTIVE SUMMARY

The Kagumo Teachers Training College Academic Policy is structured around key thematic areas that collectively guide the institution toward academic excellence, quality teacher education, innovation, professionalism, and continuous institutional improvement. The policy emphasises quality teaching and learning by promoting learner-centered pedagogical approaches, effective curriculum delivery, integration of digital technologies, competency-based education, and continuous assessment practices aligned with national educational standards and emerging educational trends.

The policy supports curriculum development and academic program review to ensure that all academic programs remain relevant, responsive, inclusive, and aligned with the goals of the Competency-Based Curriculum (CBC), national education priorities, and global educational developments. It promotes interdisciplinary learning, critical thinking, creativity, problem-solving skills, digital literacy, innovation, and practical learning experiences that prepare trainees for dynamic teaching and learning environments.

In teaching and learning enhancement, the policy encourages the integration of educational technologies, digital learning platforms, online resources, and modern instructional methodologies to improve learner engagement, academic performance, and institutional efficiency. The policy recognises the importance of technology-supported learning while affirming that professional judgment, ethical conduct, and human interaction remain central to effective education and assessment.

Complementary to this, the policy promotes academic integrity, ethical conduct, and responsible use of technology by establishing clear standards on examinations, research ethics, plagiarism prevention, responsible digital practices, and protection of intellectual property. It emphasises fairness, accountability, transparency, inclusivity, and professionalism in all academic processes and institutional operations.

The policy further promotes quality assurance and academic standards through regular curriculum review, academic audits, performance evaluation, moderation of assessments, staff appraisal, learner feedback mechanisms, and continuous monitoring and evaluation of academic

programs. These measures are intended to strengthen institutional effectiveness, improve learning outcomes, and maintain high educational standards.

To support effective teaching and learning, the policy advocates for the development and maintenance of adequate academic infrastructure, including classrooms, libraries, laboratories, digital learning systems, internet connectivity, educational technologies, and other learning resources necessary for quality education. The institution is committed to ensuring equitable access to academic resources and inclusive support services for all learners and staff.

The policy also addresses research, innovation, and professional development by encouraging tutors and trainees to engage in educational research, scholarly activities, innovation projects, community service, and continuous professional development programs. It supports the development of a research and innovation culture that contributes to institutional growth and educational transformation.

trainee support services form a key component of the policy and include academic advising, guidance and counseling, career development, mentorship, health services, disability support, and learner welfare initiatives aimed at supporting holistic trainee development and academic success.

The policy further promotes administrative efficiency and effective academic governance by establishing clear structures for academic management, decision-making, examination administration, trainee records management, communication systems, and institutional accountability. These mechanisms are intended to enhance transparency, operational effectiveness, and service delivery across the institution.

In addition, the policy promotes health, safety, inclusion, and digital well-being by encouraging safe learning environments, responsible technology use, cyber awareness, ethical online behavior, and respect for diversity and human dignity within the academic community.

The policy also encourages collaboration and partnerships with educational institutions, government agencies, professional bodies, industry stakeholders, and local communities in advancing teacher education, research, innovation, digital literacy, and educational development initiatives.

Overall, this Academic Policy positions Kagumo Teachers Training College as a progressive and forward-looking institution committed to academic excellence, ethical practice, innovation, quality teacher education, and institutional effectiveness. Its successful implementation will strengthen teaching and learning, enhance academic standards, support professional growth, improve institutional performance, and contribute meaningfully to educational transformation and national development within Kenya and beyond.

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LIST OF ACRONYMS AND ABBREVIATIONS

Acronym	Meaning
AI	Artificial Intelligence
CBC	Competency-Based Curriculum
CBE	Competency-Based Education
DTE	Diploma in Teacher Education
DSTE	Diploma in Secondary Teacher Education
HSE	Health, Safety, and Environment
ICT	Information and Communication Technology
LED	Light-Emitting Diode
LMS	Learning Management System
ML	Machine Learning
MIS	Management Information System
NLP	Natural Language Processing
IoT	Internet of Things
ERP	Enterprise Resource Planning
STEM	Science, Technology, Engineering, and Mathematics
KICD	Kenya Institute of Curriculum Development

QA	Quality Assurance
ICTA	Information and Communication Technology Authority
PDPA	Data Protection Act
TTC	Teacher Training College

CHAPTER 1: INTRODUCTION

1.1 INTRODUCTION

This Academic Policy for Kagumo Teachers Training College is anchored in Kenya's national commitment to quality education, sustainable development, digital transformation, and human capital development as articulated in Kenya Vision 2030 and relevant education sector policies. These frameworks emphasise the provision of accessible, equitable, learner-centered, and competency-based education while positioning educational institutions as key drivers of innovation, research, professionalism, and responsible citizenship.

Guided by national education policies, teacher education standards, and legal frameworks governing higher education and institutional management, this policy affirms the right to quality education and promotes accountable, inclusive, ethical, and effective academic governance within the college.

The policy further aligns with national education reforms that advocate for Competency-Based Education (CBE), digital literacy, research, innovation, and integration of emerging technologies in teaching and learning. It therefore provides a framework for strengthening academic excellence, promoting quality teacher education, fostering innovation, and preparing graduates who are professionally competent, technologically adaptive, ethically responsible, and capable of contributing positively to educational transformation and national development within Kenya and beyond.

1.2 BACKGROUND

The Kagumo Teachers Training College Strategic Plan 2023–2028 recognises the need to strengthen academic quality, improve teaching and learning environments, enhance institutional efficiency, and promote innovation and professional development in order to effectively fulfill the college mandate of training competent educators.

The strategic plan outlines key interventions aimed at improving curriculum delivery, digital learning infrastructure, quality assurance systems, learner support services, research and innovation, staff development, and integration of technology into academic and administrative

processes. These measures are intended to support effective teaching, improve learning outcomes, strengthen institutional management, and align the college with contemporary educational practices and national education reforms.

A report on the mid-term review, monitoring, and evaluation of the Strategic Plan conducted in August 2025 indicated notable progress in several academic and operational areas while also identifying gaps requiring further institutional attention. Areas highlighted included the need to strengthen digital learning systems, improve teaching and learning resources, enhance staff capacity building, expand research and innovation initiatives, improve academic infrastructure, strengthen learner support systems, and enhance integration of technology in curriculum delivery and institutional management.

The review further observed that some planned academic and institutional development programs had not been fully implemented due to infrastructural, financial, technological, and operational challenges. These findings underscored the need for a comprehensive Academic Policy to guide coordinated implementation of academic standards, quality assurance mechanisms, teaching and learning practices, innovation strategies, and institutional development initiatives.

It is therefore imperative that a clear Academic Policy framework be established to support effective academic governance, strengthen institutional performance, improve educational quality, promote responsible use of technology, and accelerate implementation of programs aimed at achieving the college's strategic objectives.

1.3 RATIONALE

A clear and comprehensive Academic Policy is essential for Kagumo Teachers Training College to ensure quality teacher education, compliance with national educational standards, effective institutional governance, and continuous improvement in teaching and learning practices. The changing educational landscape, rapid technological advancement, evolving workforce demands, and ongoing education reforms require institutions of teacher education to adopt structured and responsive academic frameworks that support innovation, professionalism, and learner success.

The findings from institutional reviews, quality assurance assessments, and academic evaluations highlighted critical areas requiring coordinated intervention, including the strengthening of curriculum implementation, enhancement of digital learning systems, improvement of academic infrastructure, promotion of research and innovation, and reinforcement of academic integrity and quality assurance practices. The policy is therefore justified as a strategic instrument for guiding academic planning, implementation, monitoring, and evaluation across all institutional operations.

The policy further addresses the need for effective integration of technology in teaching, learning, assessment, and administration. The increasing use of digital platforms and emerging educational technologies requires clear institutional guidelines to promote responsible technology use, protect academic integrity, support data security, and ensure equitable access to learning opportunities and educational resources.

Equally, the policy responds to the need for strengthening learner support services, staff professional development, and institutional accountability. The institution recognises that quality education depends on competent academic staff, effective leadership, supportive learning environments, adequate infrastructure, and continuous monitoring and evaluation of academic programs and institutional practices.

In addition, the policy supports national education reforms such as Competency-Based Education (CBE), which emphasises learner-centered approaches, acquisition of practical competencies, critical thinking, creativity, collaboration, communication skills, and problem-solving abilities necessary for success in contemporary society.

Overall, this Academic Policy provides a structured and enforceable framework through which the college can systematically strengthen academic standards, promote innovation and ethical practice, enhance institutional effectiveness, improve educational outcomes, and contribute meaningfully to national development and educational transformation.

1.4 POLICY STATEMENT

Kagumo Teachers Training College is committed to promoting academic excellence through quality teaching, effective learning, research, innovation, responsible use of technology, and

continuous institutional improvement. The college recognises its critical role in preparing competent, ethical, innovative, and learner-centered educators who are capable of responding effectively to contemporary educational needs and societal challenges.

This policy provides a framework for integrating quality academic practices into all aspects of the teaching, learning, research, administrative, and operational functions of the college.

1.5 LEGAL AND INSTITUTIONAL FRAMEWORK

This policy is guided by:

- Kenya Vision 2030
- Kagumo Teachers Training College Strategic Plan 2023–2028
- The Constitution of Kenya, 2010
- Basic Education Act, 2013
- Technical and Vocational Education and Training (TVET) Act, 2013
- Universities Act, 2012
- Teachers Service Commission Act, 2012
- Kenya Institute of Curriculum Development policies and guidelines
- Data Protection Act, 2019
- National ICT Policy
- Competency-Based Curriculum (CBC) Framework
- Competency-Based Education and Training (CBET) Framework
- Relevant Ministry of Education policies and regulations
- Institutional rules, regulations, and strategic plans

1.6 GOAL OF THE ACADEMIC POLICY

To promote academic excellence, quality teacher education, innovation, ethical practice, and continuous improvement within the college.

1.7 SPECIFIC OBJECTIVES

The college shall:

- i) Promote quality teaching, learning, and assessment practices.

- ii) Integrate technology and digital learning across academic programs.
- iii) Strengthen academic integrity and ethical conduct.
- iv) Promote research, innovation, and professional development.
- v) Enhance learner support services and inclusive education.
- vi) Strengthen quality assurance and institutional effectiveness.
- vii) Promote efficient and sustainable use of academic resources.
- viii) Foster critical thinking, creativity, collaboration, and problem-solving skills among trainees.
- ix) Strengthen institutional governance and accountability in academic matters.
- x) Support implementation of Competency-Based Education and Training frameworks.

1.8 SCOPE

This Academic Policy applies to all college staff, teacher trainees, departments, committees, and stakeholders and covers all academic, administrative, research, technological, and operational activities of the college.

1.9 GUIDING PRINCIPLES

Implementation of this policy shall be guided by the following principles:

- a) Academic Excellence – commitment to high standards in teaching, learning, research, and assessment.
- b) Integrity and Accountability – promoting honesty, transparency, ethical conduct, and responsibility in all academic processes.
- c) Inclusivity and Equity – ensuring equal access to quality education and opportunities for all learners and staff.
- d) Learner-Centered Education – focusing on the needs, abilities, and holistic development of learners.
- e) Innovation and Technology Integration – promoting responsible use of technology and innovative educational practices.
- f) Professionalism – maintaining competence, ethical behavior, and continuous professional development.
- g) Sustainability – promoting responsible and efficient use of institutional resources.
- h) Participation and Collaboration – encouraging active involvement of all stakeholders in academic development and decision-making processes.

CHAPTER TWO: ADMISSION REQUIREMENTS AND APPLICATION PROCEDURE

2.1 ADMISSION REQUIREMENTS

Admission into academic programmes at Kagumo Teachers Training College shall be guided by the regulations and standards established by the Ministry of Education, the Teachers Service Commission where applicable, and other relevant regulatory bodies.

The college shall admit qualified applicants into various teacher education and training programmes based on merit, institutional capacity, and compliance with approved entry requirements.

General Admission Requirements

Applicants seeking admission shall be required to:

Satisfy with the minimum requirements as prescribed below: -

- i) Mean Grade C+ (Plus) at KCSE
- ii) Grade C (plain) in English
- iii) Grade D+ (plus) in Mathematics for Art based Courses only.
- iv) Grade C (plain) in Mathematics for Science based courses only.
- v) Grade C+ (plus) in the two teaching subjects.

For applicants with special needs (visual and hearing impairment)

- i) Mean Grade C (plain) at KCSE.
- ii) Grade C- (minus) in English
- iii) Grade D (plain) in Mathematics for Art based courses only.
- iv) Grade C- (minus) in Mathematics for Science based courses only.
- v) Grade C (plain) in the two teaching subjects

NB:- In addition to the above, every trainee is required to have a laptop of specification given by KNEC and an extension cable.

The Course

Duration

- a. The course will last three academic years as follows:

- i. Seven terms of tuition - (residential)
 - ii. Two terms of practicum under supervision.
- b. No candidate shall be presented for the award of the Diploma in Secondary Education until three full years of academic and professional studies have been successfully completed.
- c. A trainee who misses 4 WEEKS of training in any one term for whatever reason does not meet the requirements of training. Such a trainee must therefore repeat the course when it is next offered in the curriculum.

Subjects offered

The trainee undertaking the Diploma in Secondary Teacher Education (DSTE) shall take:

- i) Two teaching subjects
- ii) One common subject
- iii) Physical Education
- iv) Professional learning Areas

Admissions/Application Procedure

- 1) This procedure shall start with the receipt of information from the Kenya Universities and Colleges Placement Service (KUCCPS) to declare the vacancies.
- 2) Upon receipt of the invitation, the Registrar in liaison with Principal shall declare the vacancies to KUCCPS for advertisement and selection
- 3) On receipt of the list of selected trainees to join the college from the KUCCPS, the Registrar shall display the list of selected trainees on the notice board and prepare joining instructions for the new trainees then communicate the details of the selection to the respective.
- 4) The registrar shall constitute an admission team for receipt and registration of the new trainees made of lecturers and personnel from respective departments e.g. finance, matron, ICT and ensure duty allocation to the team and adequate briefing on their roles on the reporting date(s).
- 5) On the reporting date, the Registrar shall ensure admission of trainees is undertaken as per the following steps;
 - i. Verification of admission letter against the list of selected trainees from the KUCCPS, Bankers cheque/Bank slips, the certificates and testimonials against the originals

- ii. Entry of trainees details in the admission book/Computer and opening of a trainees file, assigning of the admission number and subject combination
 - iii. Ensure filling in of Personal Details and Verification of the duly filled form by the new trainees.
 - iv. Ensuring that the trainees complete the registration process by fulfilling all the departmental requirements as per the joining instructions, is issued with all applicable documents including, Orientation programme, Academic Policy, Code of regulation and other services and the trainee details are captured in the ERP system
- 6) In the event the trainee does not meet the admission requirements, the Registrar shall in liaison with the Principal as applicable handle the matter appropriately.
- 7) At the end of the admission exercise, the Registrar shall, as stipulated by the KUCCPS, prepare and submit a report on the admission list and this procedure shall be deemed complete.

2.2 FEE PAYMENT

Fee payment at Kagumo Teachers Training College shall be conducted in accordance with approved MoE's institutional financial policies and procedures.

General Fee Payment Guidelines

- a) All trainees shall be required to pay fees within the stipulated deadlines communicated by the college.
- b) Fees shall be paid through approved and official college payment channels only.
- c) Proof of payment shall be submitted to the relevant finance or admissions office for verification and record keeping.
- d) Late payment of fees may lead to restriction from accessing services offered, including registration and assessment.
- e) Trainees must obtain financial clearance before registration for assessments

2.3 ORIENTATION

The college shall conduct a structured orientation programme for all newly admitted trainees at the beginning of each academic intake.

Purpose of Orientation

Orientation shall aim to:

- a) Familiarise trainees with college rules, regulations, and academic policies.
- b) Introduce trainees to academic programmes, subject combinations, and modes of study.
- c) Sensitise trainees on academic integrity, discipline, and institutional expectations.
- d) Provide guidance on use of learning resources, ICT systems, and trainee support services.
- e) Promote smooth transition into college life and academic environment.

Orientation Activities

Orientation may include:

- Induction lectures and presentations.
- College tours and facility familiarisation.
- ICT and learning management system training.
- Academic advising sessions.
- Interaction with academic staff and trainee leaders.

Attendance of orientation is mandatory for all new trainees.

2.4 CHANGE OF SUBJECT COMBINATION

Trainees may be allowed to change their subject combination subject to strict adherence to Ministry of Education regulations.

Conditions for Change of Course

A request for change of course shall be considered only if:

- a) The trainee meets the minimum subject requirements for the intended course.
- b) There is availability of space in the desired programme.
- c) The request is made within three (3) weeks after admission.
- d) The change is approved by the Registrars office.

CHAPTER THREE: CURRICULUM IMPLEMENTATION

3.1 INTRODUCTION

This chapter outlines the framework for curriculum implementation at Kagumo Teachers Training College, including subject combinations, modes of study, academic calendar, practicum, and related academic procedures that support effective delivery of teacher education programmes.

3.2 SUBJECT COMBINATIONS

The college shall offer approved subject combinations in accordance with guidelines from the relevant education regulatory bodies, including the Teachers Service Commission, Kenya Institute of Curriculum Development and the Ministry of Education.

Subject combinations shall be designed to:

- a) Align with national curriculum requirements for teacher education.
- b) Meet staffing needs in basic education and secondary education sectors.
- c) Promote competency-based education and training.

Learners shall be allocated subject combinations based on:

- Academic qualifications and subject performance.
- Institutional capacity and available resources.
- National admission and programme requirements.
- Career progression pathways.

3.3 MODE OF STUDY

The college shall offer flexible modes of study to accommodate diverse learner needs, including:

- a) Full-time residential study.
- b) Blended learning (combination of face-to-face and online learning).

All modes of study shall maintain academic standards, integrity, and equivalence in assessment and certification.

3.4 ACADEMIC YEAR

The academic year shall be structured in accordance with the MoE's calendar.

Structure of the Academic Year

The academic year consists of:

- a) Three terms starting September, January and May.
- b) Microteaching/Practicum periods.
- d) Breaks and holidays as scheduled by the MoE.

3.5 MODE OF DELIVERY

The college shall adopt diverse and learner-centered modes of delivery, including:

- a) Face-to-face classroom instruction.
- b) Digital and e-learning platforms (Learning Management Systems).
- c) Interactive and participatory teaching methods.
- d) Collaborative group work and peer learning.
- e) Practical demonstrations and simulations.
- f) Field-based and experiential learning activities.

Teaching methods shall promote:

- Competency-Based Education (CBE) outcomes.
- Critical thinking, creativity, and problem-solving.
- Integration of ICT and emerging technologies.
- Inclusive and equitable learning experiences.

3.6 CLASS ATTENDANCE

- a) Attending lectures, practical and other scheduled classes is mandatory for all trainees in the relevant mode of study (full time). It is the duty of the trainee to make arrangements to attend classes as scheduled. A class attendance monitoring tool is maintained for this purpose.
- b) Reasons for failure to attend classes have to be communicated to the subject trainer.
- c) Trainees may request to be absent from studies for various reasons. However, continuous absence for periods totaling to more than THREE weeks after registration in a term is considered as absence for the whole term.
- d) Trainees should attend a minimum of 75% of class hours per subject per term. Failure to meet the requirement shall lead to Course Requirement Not Met (CRNM) penalty.

e) Request to be absent from studies for the term shall be forwarded through the Head of Subject for approval by the Registrar.

Trainer's Class Attendance

- a) Trainers' class attendance monitoring tool will be used to monitor attendance of classes. Class representatives should submit copies of Trainers Class Attendance Monitoring tool to the Registrars Office and respective academic HoSs weekly.
- b) Lost hours should be recovered and HoDs should prepare weekly reports to be submitted to the deputy principal.

3.7 ACADEMIC TRIPS

Academic trips shall be organized by the concerned department as guided by the departmental budgets with the approval of the Principal.

Academic Trips Guidelines guides Members of staff who may accompany trainees to trips .

HoS organizer Course Trainer ensures Gender inclusivity is mandatory

Requests for trips with full details Dully filled trip organization and control form, Verified list of trainers Bona-fide list of trainees Organization of trips should be rotational among sections and staff within the department.

After the trip, a written report shall be forwarded to the Principal within four days as evidence. Failure to which the department will not be allowed to go for another trip. Academic trips shall not go beyond two days.

3.8 WORKSHOPS AND LABORATORIES REQUIREMENTS

Some academic programmes have practical requirements incorporated in the course work. There are established workshops and laboratories for research and practicals to staff and bona-fide trainees.

All practical requirements have to be met in order to complete the programme as prescribed in various curriculum design or course requirements.

All workshops and laboratories users SHALL observe stipulated rules and regulations. The trainer must ensure that trainees are educated on the safety operation procedures and measure that SHALL be observed.

The practical lessons will be conducted within the laboratories/workshops under the instruction/supervision of the trainer(s)/technician as the curriculum requires.

Every laboratory/workshop SHALL have operational rules and any warning signs conspicuously displayed for trainees and other persons to observe whenever they are in the laboratory/workshop.

3.9 PRACTICUM

Practicum shall be a core component of teacher training programmes and shall provide trainees with real classroom teaching experience in approved learning institutions.

Objectives of Practicum

The practicum shall:

- a) Enable trainees to apply theoretical knowledge in real teaching environments.
- b) Develop professional teaching competencies.
- c) Strengthen classroom management and instructional skills.
- d) Foster ethical and professional conduct in teaching practice.

Supervision and Assessment

- a) Trainees shall be supervised by college tutors and cooperating teachers.
- b) Assessment shall be based on approved practicum evaluation tools.
- c) Feedback shall be provided to support professional growth.

Requirements

Trainees must:

- Complete the full duration of practicum.
- Practicum 2 should be done where practicum 1 was done according to KNEC policy
- If a trainee is sent back to college by the practicum school he/she should do the practicum afresh when it is offered next, that is after one year,
- Meet minimum performance standards.
- Submit required teaching practice reports and portfolios.
- All trainees should attend all prescribed meetings organised by the practicum secretariat in preparation for practicum 1.
- Undertaking micro teaching is mandatory before undertaking practicum 1.
- The trainee should report to the posted school after clearance from the college and after being issued with the posting letter.
- While undertaking practicum the trainees are under the principal of the practicum school.

- A trainee who does not participate in microteaching should not proceed for practicum.

NB:- Trainee should not post themselves

3.10 DEFERRALS / WITHDRAWAL FROM TRAINING

Deferral of Studies

A trainee may apply for deferral of studies due to valid reasons such as:

- Medical conditions.
- Financial constraints.
- Personal or family emergencies.

Procedure

- a) Submit a formal written application with supporting documents.
- b) Obtain approval from the relevant academic authority.
- c) Comply with institutional deferral guidelines and timelines.

Deferral shall be granted for a specified period and subject to review before re-admission.

Withdrawal from Training

A trainee may voluntarily withdraw from training by:

- a) Submitting a written withdrawal request.
- b) Completing clearance procedures with relevant departments.

The college may also initiate withdrawal due to:

- Serious disciplinary or academic misconduct.
- Failure to comply with institutional regulations.

3.11 REFUNDS

Refund of fees shall be governed by the college finance policy and applicable institutional regulations.

General Principles

- a) All refund requests must be submitted in writing to the Registrar's Office for attachment to the trainee's file and subsequent forwarding to the Principal for action.
- b) Refunds shall be subject to approval by the college administration.
- c) Overpayments sponsors may be transferrable to a Kagumo TTC bona-fide trainee upon consent from the sponsors.
- d) Refunds will only be made to the bank and account holder (or other financial institution) that originally paid the fee. Where a trainee undertakes an approved temporary leave/suspension of

their studies, tuition fees already paid will not be refunded but retained until studies are resumed or permanent withdrawal occurs.

Refund Eligibility

Refunds may be considered in cases of:

- Approved withdrawal from the college.
- Medical grounds supported by valid documentation.
- Institutional cancellation of a programme.

All refunds shall be processed transparently, fairly, and in accordance with institutional financial procedures.

CHAPTER FOUR: ACADEMIC COMMITTEE

4.1 ESTABLISHMENT OF THE ACADEMIC COMMITTEE

Kagumo Teachers Training College shall establish an Academic Committee to oversee academic affairs and support implementation of institutional academic policies, quality assurance standards, and educational objectives.

The Academic Committee shall serve as a key advisory and decision-making organ on matters relating to teaching, learning, assessment, curriculum implementation, research, innovation, academic standards, and institutional academic development.

4.2 MEMBERSHIP

The Academic Committee shall consist of the following members:

- a) Chief Principal – Chairperson
- b) Deputy Principal (Academic Affairs) – Secretary
- c) Deputy Principal (Administration)
- d) Registrar
- e) Senior Masters/Mistresses
- f) Heads of Subjects
- g) Quality Assurance Officer
- h) Practicum Coordinator
- i) Examination Officer
- j) Trainee representative where applicable
- k) Any co-opted member with relevant expertise as may be determined by the committee or college management.

The college may review the composition of the committee from time to time in accordance with institutional needs and governance structures.

4.3 MEETINGS

4.3.1 The attendance of Academic Committee meetings shall be mandatory for the members. Any member wishing to be absent shall make the request to the Principal in writing. The request shall give details of the proposed representative, who will be granted official representation status by the Principal

4.3.2 The Academic Committee shall meet at least once in a term. Reports from Academic Committee meetings shall be submitted to the Principal.

4.3.3 The quorum for the Academic Committee meetings shall be two thirds of the membership. Where the Principal as the Chair is unable to attend a duly constituted Academic Committee meeting, the Deputy Principal (Academics) shall Chair the meeting

4.3.4 Reviewing institutional academic reports and recommending corrective or improvement measures.

4.4 RESPONSIBILITIES

The Academic Committee shall be responsible for the following:

- a) Coordinating implementation of the Academic Policy and related institutional academic regulations.
- b) Monitoring and promoting quality teaching, learning, research, assessment, and academic integrity.
- c) Reviewing and recommending academic programmes, curriculum implementation strategies, and educational innovations.
- d) Advising management on academic matters, institutional performance, and quality assurance issues.
- e) Monitoring trainee academic progress, examination performance, and programme effectiveness.
- f) Reviewing and approving internal assessment procedures, moderation processes, and examination administration systems.
- g) Promoting integration of technology, digital learning, and innovative teaching methodologies within the college.
- h) Supporting implementation of Competency-Based Education (CBE) and other national education reforms.
- i) Reviewing cases related to academic dishonesty, examination irregularities, and academic appeals where necessary.
- j) Promoting research, innovation, professional development, and scholarly activities among staff and trainees.

- k) Monitoring availability and utilisation of teaching and learning resources.
- l) Facilitating collaboration among departments and external academic partners.
- m) Reviewing institutional academic reports and recommending corrective or improvement measures.
- n) Ensuring compliance with national education standards, institutional policies, and regulatory requirements.
- o) The Secretary shall be responsible for keeping all the records of the committee, including the minutes and the reports received or generated by the committee

CHAPTER FIVE: ASSESSMENT, EVALUATION, AND ASSESSMENT IRREGULARITIES

5.1 ACADEMIC PROGRESSION

Academic progression at Kagumo Teachers Training College shall be determined by satisfactory performance in internal and external assessments, fulfillment of course requirements, attendance, practicum participation, and adherence to institutional regulations.

A trainee shall progress from one level of study to another upon successful completion of the prescribed academic requirements for the programme.

Assessment and evaluation shall be as provided as per the Kagumo Teachers' Training College and Learning Procedures.

5.1.1 All Trainees shall be assessed as prescribed in the respective curriculum design for their training program and as provided by the assessment body.

5.1.2 The Assessment Officer will prepare a time-table for every assessment series. This will also serve as a guide for invigilation and venues for assessments.

5.1.3 The assessment timetable shall be displayed in the appropriate areas of the College at least one week before the commencement of the assessment. It is the responsibility of each trainee to check the relevant notice-boards regularly for information concerning assessments.

5.1.4 There shall be an end of term assessment to be conducted during the last week of every term.

5.1.5 School based assessments, projects and summative shall be conducted as guided by KNEC.

5.2 INTERNAL AND EXTERNAL ASSESSMENTS

5.2.1 General Regulations

5.2.1.1 The Registrar shall be in charge of all internal and external assessments in the College.

5.2.1.2 The assessment office will provide end of term assessment timetable one week before the commencement of the assessment .

5.2.1.3 The HODs shall supervise all internal College assessments.

5.2.1.4 Only trainees who are officially enrolled in courses at the College and have attained the attendance requirement of 75 % are eligible to sit the appropriate assessment for their courses.

5.2.1.5 Where the supervisor or invigilator considers a trainee is in breach of these regulations he or she shall inform the trainee of the offence and then write to the assessment s office for further investigation and appropriate action.

5.2.1.6 Any breach of assessment regulations shall be reported to the Registrar and Assessment Office by the invigilators.

5.2.1.7 A trainee must produce his/her College identity card and assessment card to be allowed into the assessment room.

5.2.1.8 The Office of the Deputy Principal Administration shall issue the Assessment cards at least one week before the start of End Term/Stage assessments.

5.2.1.9 Assessment Regulations and conduct of assessments will be as published and guidelines issued from the Assessment Office. They include but not limited to:

i. There is no wearing of head gears, heavy jackets, sweaters or coats in the assessment halls/rooms. As a result, there will be mandatory frisking of candidates at the entrance of assessment halls/rooms.

ii. There is no talking among candidates in the assessment room. If any communication is to be made, it shall be made through the invigilator.

iii. No use of unauthorized materials constitutes to a breach of code of conduct.

iv. Trainees should have attended classes for at least 75% of syllabus stipulated contact hours of training and training time, otherwise the trainee shall not be eligible to take final assessments.

v. Trainees should not sit for SBA1 or SBA2 if they have not done the respective KNEC PROJECTS.

5.2.2 Continuous Assessment Tests (CATs)

5.2.2.1 Continuous assessment is done during the scheduled classes in the term.

5.2.2.2 Components of CATs

The tasks for CATs may include all or some of the following modes of evaluation:

i. Quizzes

These are very short tests lasting less than 15 minutes and usually test one narrow topic or part of a topic. They may be conducted after every lesson or on a weekly basis.

ii. Tests

A test shall cover a topic from which final assessment questions may be derived. A number of quizzes form a test. Tests shall last for a minimum of one hour. A minimum of one test shall be administered per term.

iii. Assignments (Extended Activities)

Assignments shall be given in the course of the lesson for reinforcement of learnt material. The work a trainee presents shall be evaluated and the marks obtained shall be recorded. At least one assignment will be given per term.

iv. Project and research work

These may embrace many learning tasks including those in assignments. These shall form very comprehensive CATs.

5.2.2.3 The Curriculum designs will be used to guide the nature of assessment. The Registrar will make notifications through the college calendar of events to guide individual trainers and departments.

5.2.2.4 At least one CAT per subject per term shall be administered.

5.2.2.5 Evaluation is adequately spaced to cover a wide part of the term.

5.2.2.6 Marked scripts/Marksheets of CATs will be made available to the trainees before the end of the term.

5.2.3 Procedure for End-Term Assessment Administration

5.2.3.1 Setting

i. The assessment will carry a weight score as guided by the HOSs.

ii. The setters shall ensure appropriateness in the level of testing, relevance and fairness of items and high degree of clarity and accuracy of the questions in line with the CBE Assessment framework.

5.2.3.2 Moderation of Assessment Papers

- i. The assessment papers will be moderated panels in respective departments.
- ii. The moderation of assessment papers shall be carried out to ensure that the papers are relevant as to content, balanced in setting as well as validity in accordance with the syllabus content and course outlines.
- iii. All moderated assessment papers to be forwarded to the Assessment Officer a week before administration of the same.

5.2.3.3 Security of Assessment Papers

- i. For security purposes, the assessment Office shall store the assessment papers in sealed envelopes for timetabled assessments.

5.2.3.4 Invigilation

5.2.3.4.1 Respective departments shall supervise and be in charge of each session of all departmental assessments by signing out the assessments and signing them out for marking.

5.2.3.4.2 Members will invigilate their subjects and any other learning area that shall be allocated to them.

5.2.3.4.3 The invigilator will have the following responsibilities:

- i. Administration, conduct and integrity of the assessment for which he/she is assigned to invigilate.
- ii. Not leaving the assessment room unattended at any time the assessment is in progress.
- iii. Ensure that candidates carry with them only acceptable materials into the assessment room.
- iv. Ensure the candidates sign the attendance list before handing over the assessment scripts.
- v. Return the scripts including a duly signed candidate's attendance list to the assessment office and sign a return script issue form.

5.2.3.5 Reporting and Leaving the Assessment Room

5.2.3.5.1 Candidates should be in the assessment room at least ten minutes before the scheduled time.

5.2.3.5.2 Candidate(s) shall not be allowed into the assessment room after thirty (30) minutes of the start of the assessment.

5.2.3.5.3 One candidate at a time will leave the assessment room and return within a reasonable short time only for physiological or health reasons but at the discretion of the invigilator.

5.2.3.5.4 A trainee who fails to sit an assessment owing to illness, accident or any other justifiable reason will be required to sit for a special assessment. However, the case shall be reported to the Registrar's office for verification and authorization.

5.2.3.5.5 Candidates will not be allowed to leave the exam room before the end of the stipulated time.

5.2.3.6 Assessment Malpractices

Assessment cheating is the employment or use of dishonest and unorthodox means to have advantage over other candidates in contravention of rules and regulations governing assessments.

5.2.3.6.1 Forms of Malpractices

i. **Impersonation:** This is an act of an individual taking an assessment for another while purporting to be the second individual.

ii. **Unauthorized material:** Bringing unauthorized material by a candidate to an assessment and using digital devices to access authorized sites.

iii. **Leakage:** Gaining access to assessment questions before actual assessment time.

iv. **Copying:** Copying another candidate's answers or solutions.

A trainee who deliberately exposes his work for the convenience of another to copy is guilty of the same offence.

v. **Collusion:** Exchanging assessment answer scripts with another candidate and aiding another candidate to get undue advantage.

5.2.3.6.2 Reporting Assessment Malpractices

Assessment offence is a serious academic offence and the following procedure will be followed:

- i. The materials used in irregularity, if any, are confiscated. The trainee will be allowed to continue with the assessment.
 - ii. The Invigilator reports the candidate to the assessment office together with the trainee's scripts and any materials confiscated thereof to serve as exhibits for onward disciplinary action in accordance to policy.
 - iii. The candidate shall be required by the assessment office to write a statement explaining the irregularity.
- iv. Trainees who feel aggrieved by the disciplinary decisions may appeal to the Principal.

5.2.3.5.3 Sanctions against Assessment Malpractices

- i. Cases of impersonation shall lead to the discontinuation of the trainee from the Institution
- ii. Any trainee found guilty of cheating in any assessment will automatically be placed on academic probation of one year depending on the severity of the offense.
- iii. A trainee on probation will in addition to the warning not be allowed to assume any elected leadership responsibility such as class representative or SRC.
- iv. The probation period shall run throughout the trainees' time of study. A repeat of the offence will lead to a repeat of the course year.

5.2.3.7 Release of the internal assessment results

- i. The HOS shall ensure marking is moderated and that all scripts are marked and marks awarded correctly.
- ii. Scores shall be entered into the ERP system by 14th day from the last day of assessment or as communicated in the term calendar.
- iii. All assessment scripts have to be returned to the candidate immediately after checking and recording of scores. Trainees will be allowed to present complaints on any aspects they consider

irregular to the trainer concerned. If the complaints are not resolved, they can be referred to the H.O.S and finally to the Registrar's office.

iv. A meeting of the Class Coordination Session (CCS) will be held two days after the last day of submission of marks or as shall be communicated.

v. The Registrar will facilitate official release of results within one week after the CCS meeting.

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