

**KENYA STANDARD**

**KS 2217-4:  
2024**

**ICS ##.###**

**Second Edition**

**Glossary of terms used in the education sector —  
Part 4: Technical and vocational education and  
training**

PUBLIC REVIEW DRAFT - February 2024

## **TECHNICAL COMMITTEE REPRESENTATION**

The following organizations were represented on the Technical Committee:

Ministry of Education

Technical and Vocational Education and Training Authority

TVET Curriculum Development Assessment and Certification Council

Kenya National Qualifications Authority

Kenya National Examination Council

Kenya Institute of Curriculum Development

University of Nairobi

Kenyatta University

Technical University of Kenya

KCA University

Kenya Union of Post Primary Education Teachers

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Kenya Bureau of Standards — Secretariat

## **REVISION OF KENYA STANDARDS**

In order to keep abreast of progress in industry, Kenya Standards shall be regularly reviewed. Suggestions for improvements to published standards, addressed to the Managing Director, Kenya Bureau of Standards, are welcome.

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## **Glossary of terms used in the education sector — Part 4: Technical and vocational education and training**

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# KS 2217-4: 2024

## Foreword

This Kenya Standard was prepared by the **Tertiary Education** Technical Committee under the guidance of the Standards Projects Committee, and it is in accordance with the procedures of the Kenya Bureau of Standards.

Kenya Bureau of Standards (KEBS) has established Technical Committees (TCs) mandated to develop Kenya Standards (KS). The Committees are composed of representatives from the public and private sector organizations in Kenya.

Kenya Standards are developed through Technical Committees that are representative of key stakeholders including government, academia, consumer groups, private sector and other interested parties. Draft Kenya Standards are circulated to stakeholders through the KEBS website and notifications to World Trade Organization (WTO). The comments received are discussed and incorporated before finalization of the standards, in accordance with the Procedures for Development of Kenya Standards.

Kenya Standards are subject to review, to keep pace with technological advances. Users of the Kenya Standards are therefore expected to ensure that they always have the latest versions of the standards they are implementing.

This second edition cancels and replaces the first edition (KS 2217-4:2010), which has been technically revised.

KS 2217 consists of the following parts, under the general title *Glossary of terms used in the education sector*:

- *Part 1: Early years education*
- *Part 2: Basic education*
- *Part 3: Special education*
- **Part 4: Technical and vocational education and training**
- *Part 5: University education*

During the preparation of this standard, reference was made to the following document (s):

Basic Education Act 2013  
Competence based assessment framework (CBAF), 2022  
Technical and Vocational Education and Training Act, 2013  
Kenya National Qualifications Framework Act, 2014  
Industrial Training Act, 2011  
Labour Relation Act, 2007  
Employment Act, 2022

Acknowledgement is hereby made for the assistance derived from this (these) source (s).

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## Introduction

The purpose of common terminology is to increase understanding and transparency, which is an important issue in checking how systems and institutions relate to each other.

A widely accepted and broadly used glossary promoting a common language and understanding in the respective areas of Tertiary Education in Kenya is crucial. The glossary will contribute to the development of a common understanding and use of terms in Tertiary education sub-sector.

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## Glossary of terms used in the education sector — Part 4: Technical and vocational education and training

### 1 Scope

This Kenya Standard prescribes glossary and definition of terms frequently used in technical and vocational education and training sector in Kenya.

It is a tool targeting groups and potential users within the education sector, including the technical and vocational education and training institutions, national quality assurance bodies, associations, and professional organizations.

### 2 Normative references

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

KS ISO 29995, Education and learning services — Vocabulary

### 3 Terms and definitions

The following are the terms and definitions commonly used in university education sector. The terms are arranged in alphabetical order.

#### A

#### **access and equity**

a policy or set of strategies to make Technical and Vocational Education and Training education available to all qualified members of the community, to increase participation and to improve outcomes, especially people with disability, and marginalized communities.

#### **recognition of prior learning (RPL)**

Identifying, assessing, and certifying knowledge, skills and attitudes regardless of how, when or where learning occurs.

#### **accreditation**

establishment or of the status, legitimacy or appropriateness of an institution, program or module of study.

#### **accreditation body**

an organization delegated to make decisions, on behalf of the tertiary education sector, about the status, legitimacy or appropriateness of an institution, or program.

#### **apprenticeship/dual training/work integrated learning**

a system of training regulated by law which combines on-the-job training and work experience while in paid employment with formal off-the-job training. The apprentice enters into a training agreement with an employer which imposes mutual obligations on both parties.

#### **approving authority**

a body delegated to make decision based on set standards for authentication of a course or a programme

#### **assessment**

a general term that embraces all methods used to judge the performance of an individual, group or organization.

**assessor**

a person qualified to carry out assessment.

**attainment**

reaching a particular level, accomplishing a goal; successful completion of the requirements of a module or course.

**attendance mode**

the nature of a learner's attendance at an educational institution, including on campus, ODeL (Open Distance & Electronic Learning) and industrial based learning.

**attendance**

learner's attendance at an educational institution according to times of attendance and the number of contact hours for as a basis for eligibility to sit for examination.

**audit:** a process for checking that procedures are in place to assure quality, integrity or standards of provision and outcomes.

**B****basic education**

the whole range of educational activities taking place in various settings that aim to meet basic learning needs. basic education comprises pre-primary, primary and secondary education.

**basic units of competency**

fundamental elements of skills or knowledge required for a particular job or task.

**best practice**

management practices and work processes that lead to outstanding performance and provide examples for others.

**C****campus**

a branch or part of an institution at a particular location.

**career guidance**

the process of assisting learners in their career choices.

**career service officer**

a person working in an educational institution who assists learners to choose and plan their study program.

**certification**

the process of formally acknowledging achievement or compliance by issuing a certificate.

**competence based assessment**

an evaluation approach that focuses on assessing an individual's ability to demonstrate specific skills, knowledge, and behaviour in real-world or simulated contexts. Unlike traditional assessment methods that may rely heavily on exams or standardized tests, competency-based assessment aims to measure practical, applied skills that are directly relevant to a particular job or task.

**competency-based education and training (CBET)**

an educational approach that focuses on defining specific competencies or skills that learners should acquire, rather than relying solely on traditional measures such as time spent in a classroom. Its emphasis is on ensuring that learners can demonstrate mastery of the required skills and knowledge.

**common units of competency**

standardized units of competency applicable across various industries or sectors.

**core units of competency**

essential units of competency that form the foundation for a particular qualification or skill set. Are usually considered essential for all learners and is usually compulsory.



**qualification code**

is a unique identifier of a training programme or competency units.

**Competence**

acquisition of knowledge, skills, and abilities at a level of expertise sufficient to be able to perform in an appropriate work setting.

**competency-based Education and training**

training which develops the skills, knowledge and attitudes required to achieve competency standards.

**CBET standard**

an industry-determined specification of performance which sets out the skills, knowledge and attitudes required to operate effectively in employment.

**compliance audit**

an external assessment of conformity with regulatory requirements, contractual obligations or recognised quality standard's relevant to industry.

**ODeL**

educational method in which a computer is the primary medium for instruction and learning.

**continuous improvement**

a planned process which allows an organisation to systematically review and improve the quality of its products, services and associated processes.

**credit**

a unit of academic measurement of educational value. It means the amount of learning contained in a qualification or part-qualification and is based on the notion that one (1) credit is equated to ten (10) notional hours of learning

**credit accumulation**

acquiring of relevant credits required to complete a qualification or a part-qualification.

**credit System**

systematic way of describing an educational programme or qualification by attaching credits to its components.

**credit Transfer**

vertical, horizontal or diagonal relocation of credits towards a qualification or part qualification on the same or different level, usually between different programmes, departments or institution

**curriculum**

the specifications for a course or subject (module) which describe all the learning experiences a learner undergoes, generally including objectives, content, intended learning outcomes, teaching methodology, recommended or prescribed assessment tasks, assessment exemplars, etc.

**curriculum development process**

steps followed when developing curriculum for formal education and training. See annex A

**learner centred**

a strategy in which the needs of trainee are the primary focus.

**customisation**

the process of tailoring a program to meet the specific needs of the industry.

**D****degree**

the core university education award, which may be offered at various levels from foundation, through bachelors, masters to doctoral.

**delivery mode**

describes the method(s) used to impart the knowledge or skills required to complete a module or unit of competency.

**diploma**

an education award at a college or university higher than a certificate course and lower than a degree

**disability**

limitation in performance of socially defined roles and task within a sociocultural and physical environment, resulting from an impairment (anatomical, physiological, mental, or emotional loss or abnormalities)

**dual enrolment**

enrolment of a learner in two institutions at the same time.

**E**

**educational institution**

any establishment providing education, including schools, colleges, universities, and institutes.

**education provider:** an organization that is responsible for providing the educational service, which may be a self-contained organization, a unit embedded within a larger organization, one member of a partnership between one or more organizations, or one aspect of a more wide-ranging provision offered by a larger organization

**enrolment**

process through which individuals officially register or sign up for a particular course, program, school, or educational institution. It involves providing necessary information, completing required forms, and often paying fees to secure a place as a student.

**entry-level skill**

a skill required to commence employment in an organisation or more generally, to enter the workforce.

**entry requirements**

the qualifications, knowledge, skills, or experience required for entry to an education or training program.

**evaluation**

the process or results of an assessment or appraisal in relation to stated objectives, standards, or criteria; in tertiary education may be applied to organisations, programs, policies, courses.

**experiential learning**

process through which a learner constructs knowledge, skills, and values from direct experiences.

**International learner**

a trainee enrolled in a course from outside the country.

**F**

**trainer**

a person who facilitates learning in a training programme.

**formative assessment**

evaluation conducted during the learning process to provide feedback and guide improvement.

**field of study**

a hierarchical classification which describes the major subject matter of a course.

**formal learning**

a planned learning that derives from activities within a structured learning setting.

**full-time equivalent**

a teaching or study load expressed as a proportion of the normal full-time teaching or study load.

**full-time trainer**

Employed for or involving a standard number of hours of working time:

**H**

**higher diploma**

a level of education between diploma and the first degree.

**higher education loans board (HELB)**

a body which provides funding in form of loans to learners to cover part of their cost of their higher education.

I

**industry**

sector of economic activity associated with the production of goods or services.

**industry led curriculum**

incorporating "industry" into curriculum development, it implies a focus on aligning educational content and training with the needs, standards, and practices of specific industries or sectors. This ensures that individuals completing the curriculum are well-prepared for the demands of the workforce in a particular field.

**instructional design**

systematic and creative process of developing educational experiences that facilitate the acquisition of knowledge and skills in an effective and efficient manner. The goal of instructional design is to enhance the learning experience and improve learner outcomes. It involves a thoughtful approach to planning, designing, and implementing instructional materials and activities.

**integrated assessment**

an approach to assessment that covers multiple elements and/or units of competence from relevant competency standards. The integrated approach attempts to combine knowledge, understanding, problem solving, technical skills, attitudes and ethics into an assessment task.

**ISCED**

International Standard Classification of Education.

**ISO**

International Organisation for Standardisation, also known as International Standards Organisation.

**ISO 9000**

a set of internationally recognised and accepted standards, some of which specify requirements for quality systems, while others provide guidance to aid in the interpretation and implementation of the quality system.

K

**kenya institute of education (KICED)**

an institution where curriculum that is informed by research is developed for basic levels of education.

**kenya national qualification framework (KNQF)**

framework developed by the Authority in accordance with section 8 of the KNQF Act. It is learning outcome-based qualifications framework, comprising of all educational and training sectors and all forms of learning; formal, non-formal and informal learning. See attached.

**key competency**

any of several competencies considered essential for people to participate effectively in the workforce.

L

**learning**

the process of acquiring knowledge, attitudes, or skills from study, instruction, or experience.

**learning pathway**

a path or sequence of learning or experience that can be followed to attain competency.

**learning resource centre**

a place in a school or college housing a collection of books and other resources for reference or loan to support the educational programs of the institution. Learning resource centres also conduct information literacy programs, providing instruction in the effective use of information resources.

**learning outcomes**

sets of competencies that express what the student will know, understand or be able to do after completion of a learning process.

**learning progression pathway**

different paths that a learner acquire skills, knowledge, competencies, and attitude. *See attached.*

**level descriptor**

statement describing learning achievements at a particular level of the KNQF that provides a broad indication of the types of learning outcomes and assessment criteria that are appropriate for a qualification

**lifelong learning**

learning that takes place in all contexts in life from a life-wide, life-deep and lifelong perspective.

It includes learning behaviours and obtaining knowledge, understanding, attitudes, values and competencies for personal growth, social and economic well-being, democratic citizenship, cultural identity, and employability.

**local and international research collaboration**

a program established to strengthen collaborative research links between industry, research organisations, educational institutions, and relevant government agencies.

**mentoring tool**

a record kept by a person of the knowledge, skills or competencies attained during on-or off-the-job training.

**M****mentoring tool**

structured document or journal used by trainees during their industrial attachment period. It serves as a systematic record of the tasks, experiences, and learning that a trainee acquired while working in an industrial or professional setting.

**mentor**

an experienced and trusted advisor that supervises a trainee during industrial attachment

**mentee**

a trainee on industrial attachment, working under a mentor/supervisor

**module**

a formal learning experience encapsulated into a unit of study, usually linked to other modules to create a program of study.

**multiskilling**

training workers in a number of skills, enabling them to perform a variety of tasks or functions across traditional boundaries. Multiskilling may be horizontal (broad skilling), vertical (upskilling) or diagonal (contributory skilling).

**N****National Qualification**

qualification recognized and registered on the KNQF.

**national qualifications framework**

an instrument for the development and classification of qualifications according to a set of criteria for levels of learning achieved. This set of criteria is implicit in the qualifications descriptors themselves or made explicit in the form of a set of level descriptors

**non-compliance**

in relation to Registered Training institutions means failure to comply with one or more of the set training Standards.

**notional hours**

total amount of time it would take an average learner to meet the outcomes defined in a learning experience and includes, inter alia, face-to-face contact time, time spent in structured learning in the workplace, time for completing assignments and research, and time spent in assessment processes

**O****occupational standards**

a set of established criteria and benchmarks that define the skills, knowledge, and competencies required for

success in a particular occupation or industry. These standards serve as a foundation for designing and developing educational curricula that aim to prepare individuals for specific roles in the workforce.

## P

### **performance criteria**

the part of a competency standard specifying the required level of performance in terms of a set of outcomes which need to be achieved in order to be deemed competent.

### **performance indicator**

a criterion or measure for monitoring or evaluating the efficiency or effectiveness of a system or service, which may be used to demonstrate accountability and to identify areas for improvement.

### **prior learning**

knowledge or skills acquired in earlier study and work or through experience.

### **private training provider**

a non-government training organisation, including commercial providers, community providers, enterprise providers, and industry providers.

### **program**

a study curriculum undertaken by a learner that has co-ordinate elements, which constitute a coherent named award.

## Q

### **qualifications**

a set of knowledge, skills, competencies and attitudes (prescribed standards) that form a particular KNQF level.

### **quality**

the level of satisfaction with and effectiveness of technical and vocational education and training organisations, their products and services, established through conformity with the requirements set by clients and stakeholders.

### **quality assurance**

the structure and/or the processes by which an institution maintains the quality of its provision by planned and systematic actions. It is an umbrella term for several instruments which are concerned with the monitoring and development of quality. These instruments include evaluation, accreditation, benchmarking and quality management tools.

### **accredited training institutions**

an institution which has been granted recognition by the state based on its implementation of a quality system. Once quality-endorsed, a registered training institution can receive delegated powers of self-management for the scope of its registered operations and self-management of accreditation of its own courses within the parameters of National Qualification Framework.

### **quality management**

coordinated activities to direct and control an organization with regard to quality.

### **quality management system (QMS)**

management system to direct and control an organization with regard to quality.

## R

### **recognition of prior learning (RPL)**

principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development

### **retraining/retooling**

training to facilitate entry to a new occupation.

### **risk management**

the systematic application of management policies, procedures and practices to the tasks of identifying, analysing, evaluating, treating and monitoring risk.

## S

**sanctions**

means any action imposed for non-compliance with one or more of the quality training standards for registered training institutions, including: a. the imposition of specific conditions on registration; b. amendment of registration (including a reduction in the scope of registration); c. suspension or cancellation of registration; and d. the imposition of fines.

**self-assessment**

the process of critically reviewing the quality of one's own performance and provision.

**self-directed learning**

learning in which the learner is the principal driving force, deciding how, when, and at what pace learning takes place.

**service delivery charter**

a document setting out an organisation's undertakings to improve its services to its clients and stakeholders. The charter provides a basis for evaluation of performance and continued improvement.

**short course**

a course which stands alone and may or may not usually lead to a full qualification. A statement of attainment may be issued on successful completion.

**simulator**

a device used especially in training to reproduce the conditions of the working situation, enabling tasks to be learned and practised safely and economically.

**skill**

the ability to apply knowledge and to use know-how to complete tasks and solve problems. Also described as cognitive (use of logical, intuitive, and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

**stakeholder**

a person (or group) that has an interest in the activities of an institution or organization.

**standards**

the minimal level of quality accepted as norm or by which actual attainments are judged.

**summative assessment**

evaluation conducted at the end of a learning period to measure overall understanding and proficiency.

**learner contact hours**

the total number of contact hours for the modules undertaken.

**T****technical vocational and education training authority (TVETA)**

a government statutory authority with responsibility for the development of national policy, goals and objectives for the vocational education and training sector; the development, management, and promotion of the National Training Framework; the administration and funding of national programs; and the collection and analysis of national statistical data on the vocational education and training system.

**technical vocational and education training path (TVET path)**

the route for TVET trainees from early childhood development and education (ECDE) to university level with progression programmes developed and implemented at post primary and post-secondary level institutions. *see annex B*

**TVET curriculum development assessment and certification council (TVET-CDACC)**

an organization or council responsible for developing curricula, designing assessments, and overseeing the certification process for technical and vocational education and training programs.

**transcripts**

certification issued to a learner for partial or completion of a qualification.

**training load**

a teacher's normal number of teaching lessons or class contact hours per week.

**total quality management**

(or TQM) a management system with a focus on customer satisfaction, involving a systematic approach to ensuring that products and services always meet defined standards and are subject to continuous improvement.

**trainee**

a person receiving training or undertaking a traineeship.

**training**

the development of skills, knowledge, attitudes, competencies through instruction or practice.

**training guidelines**

a training packages developed by institutions and industry to ensure quality training outcomes and meet current and emerging vocational skill needs.

**training program**

a set of education and training activities designed to achieve a specific outcome.

**U****UNESCO**

United Nations Education, Scientific and Cultural Organisation.

**UNEVOC**

UNESCO's international project on technical and vocational education, designed to contribute to the development and improvement of systems of technical and vocational education (TVE), promote infrastructures in research, development and planning, and facilitate the international exchange of information in these fields.

**unit:** any element that is the subject of quality review: institution, subject area, faculty, department or program of study.

**kenya universities and colleges central placement service (KUCCPS)**

a state corporation that provides career guidance and selects students for admission to public universities and colleges

**university**

an institution of higher education that grants its own degrees including the award of PhD and normally undertakes leading-edge research, as well as having a social critical role.

**V****validation**

a process of confirming that an existing program of study or a newly designed one can continue or commence operation.

**vocational education and training in schools**

allows school learners to combine vocational studies with their general education curriculum. Learners participating in VET in Schools continue to work towards their secondary school certificate.

**vocational education and training (VET)**

any formal, post-compulsory education that develops knowledge, skills and attributes linked to particular forms of employment, although in some interpretations this would exclude professional education.

**volume of learning**

amount of training, learning and assessment activities that a typical learner must undertake to achieve all of the competencies packaged in a qualification. It is notional duration and subject to variance in some circumstances. See the attached

**W****work-based learning**

any formal higher education learning that is based wholly or predominantly in a work setting.

**work-integrated learning (dual training)**

a training approach that combines workplace training with formal education, often involving both on-the-job and classroom instruction.

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## Annex A (normative)

### CBET Curriculum Development Process

#### A.1 Developing curriculum from the first principles

##### A.1.1 Step 1: Application to Develop Competency Based Curriculum

An institution/organization interested in developing a competency based curriculum applies to the Council. The application should be accompanied by a Training Needs Assessment Report. This report provides evidence that there exists a competence gap that can be addressed through training. The Council evaluates the application and gives an approval or otherwise.

##### A.1.2 Step 2: Occupation Analysis

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

##### A.1.3 Step 3: Verification of Occupation Report

Expert workers selected by the Sector Skills Advisory Committee, different from those who drafted the occupation analysis report, confirm the duties, tasks, tools, equipment, materials and supplies needed to carry out the job. Verified occupation analysis report should be submitted to the Council.

##### A.1.4 Step 4: Task Analysis

A curriculum developer guides expert workers in identifying steps in each task; performance standards; tools, equipment, materials and supplies; knowledge, skills and attitudes and safety precautions.

##### A.1.5 Step 5: Occupational Standards Packaging

Curriculum development committee packages occupational standards (statements of performance that a worker is expected to achieve) from occupation analysis report. The occupational standards are then evaluated and validated by the Sector Skills Advisory Committee and stakeholders. Validated occupational standards should be submitted to the Council for approval.

##### A.1.6 Step 6: Competency Based Curriculum Packaging

Accredited curriculum developers package competency based curriculum from approved Occupational Standards. Draft competency based curriculum should be submitted to the Council.

#### A.1.7 Step 7: Evaluation

The Council evaluates the draft curriculum against curriculum development guidelines. The Council may invite experts during evaluation. The draft curriculum is further evaluated by the Sector Skills Advisory Committee with assistance from accredited curriculum developers.

#### A.1.8 Step 8: Validation

Sector Skills Advisory Committee presents the draft curriculum to stakeholders for endorsement. Comments from the stakeholders are considered by the curriculum development committee for incorporation into the curriculum. The curriculum with inputs from the stakeholders is then submitted to the Council.

#### A.1.9 Step 9: Curriculum Approval

Sector Skills Advisory Committee forwards the validated curriculum to the Council for approval.

### **A. 2. Developing curriculum using adapted occupational standards**

Curriculum can be developed from adapted occupational standards following the steps:

Step 1: Application to Develop Competency Based Curriculum

Step 2: Identify occupational standards from a reputable source

Step 3: Present identified occupational standards to industry stakeholders for verification and validation

Step 4: Package curriculum from the validated occupational standards

Step 5: Evaluation of the packaged curriculum by the Sector Skills Advisory Committee and the Council

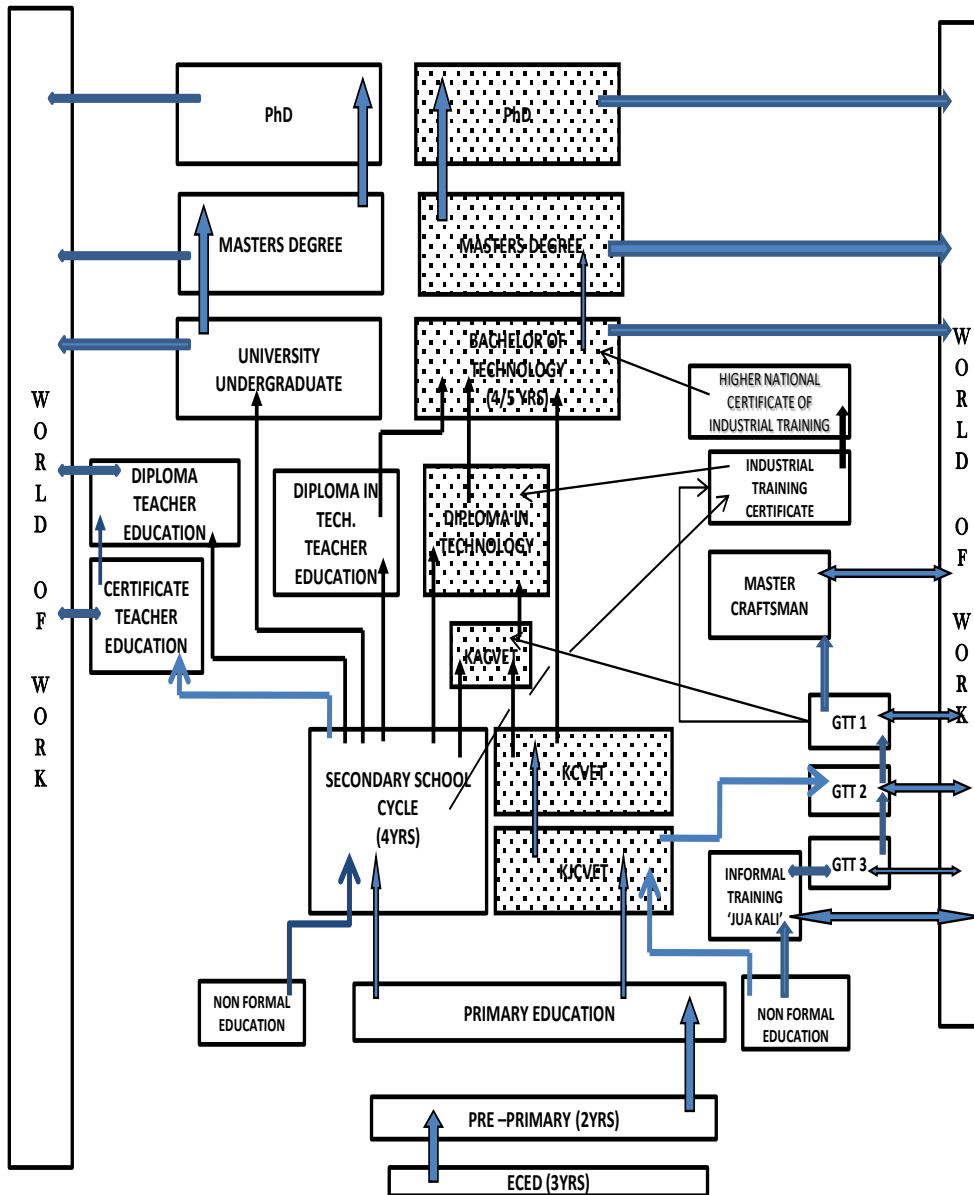
Step 6: Validation of the curriculum by the stakeholders

Step 7: Approval of the curriculum by the Council

**Annex B**  
(informative)

**TVET Path KNQA**

24



## Bibliography

- [1] ISO #####-#, *General title — Part #: Title of part*
- [2] ISO #####-##:20##, *General title — Part ##: Title of part*

The Bibliography lists, for information, those documents which are cited informatively in the document, as well as other information resources.

The Bibliography is an informative element. It shall not contain requirements, permissions or recommendations.

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The Bibliography shall not have a clause number. It may be subdivided in order to group the referenced documents under descriptive headings. Such headings shall not be numbered. Referenced documents and information resources listed may be numbered to simplify cross referencing.

A Bibliography, if present, shall appear after the last annex.

Referenced documents and information resources listed in the bibliography can be dated or undated.



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